



The Senate of York University

Notice of the 604th Meeting of Senate

to be held at 3:00 pm. on Thursday, May 22, 2014
in the Senate Chamber, N940 Ross Building.

AGENDA

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Note: APPRC items include a report on academic planning discussions with the Deans, Principal and University Librarian concluded in April.

7. Other Business

Harriet Lewis, Secretary

Consent Agenda

- 6.2.1 Addition of a Full-Time Option for the Tax Law Specialization within the Professional LLM Program , Graduate Studies
6.2.2 Changes to Admission and Program Requirements for the MSc and PhD Programs in Chemistry, Graduate Studies
6.2.3 Addition of a New Test to Satisfy Language Proficiency Admission Requirements, Glendon
6.2.4 Change to the Requirements of the JD Program, Osgoode Hall Law School
6.2.5 Changes to Requirements for the PhD Program in Social & Political Thought, Faculty of Graduate Studies

Minutes

of the meeting held at 3:00 pm on Thursday, April 24, 2014
in the Senate Chamber, N940 Ross Building.

R. Mykitiuk *Chair*

M. Adriaen	S. Ehrlich	S. Husein	G. Mianda	J. Simeon
C. Archer	C. Ehrlich	C. Innes	M. Milo	L. Sossin
P. Axelrod	R. Everett <i>Acting Secretary</i>	D. Khayatt	G. Monette	J. Spencer
A. Asif	J. Foster	J. Kozinski	J. Morrison	B. Spotton Visano
S. Benchimol	D. Golemi-Kotra	S. Lawrence	A. Mukherjee-Reed	A. Tarc
M. Biehl	S. Grace	R. Lee	R. Myers	G. Tourlakis
G. Brewer	E. Gutterman	R. Lenton	R. Mykitiuk	S. Tufts
S. Brixey	R. Haché	D. Leyton-Brown	P. Ng	G. Vanstone
D. Callison	M. Hamadeh	S. Ling	J. O'Hagan	J. Warren
H. Campbell	W. Heinrichs	K. Little	R. Owston	L. Wright
D. Cappadocia	D. Hastie	M. Lockshin	S. Parsons	H. Wu
G. Comninel	C. Heron	S. MacDonald	A. Pitt	J. Yeomans
R. De Costa	B. Heron	A. MacLennan	P. Ryan	M. Yousaf
P. Delaney	A. Hilliker	M. Martel	I Saleem	A. Zalik
M. Derayeh	R. Hornsey	M. McCall	L. Sanders	Q. Zha
S. Dimock	K. Hudak	S. McLaren	A. Schrauwers	
K. Dowler	D. Hunt	K. McRoberts	M. Shoukri	

1. Chair's Remarks

The Chair, Professor Roxanne Mykitiuk, congratulated members of the University community as the Winter Term came to a close. At the Chair's suggestion, Senate agreed that the reports of ASCP and Awards would be moved up to precede APPRC on the agenda.

2. Minutes of the Meeting of March 27, 2014

It was moved, seconded and *carried* "that the minutes of the meeting of March 27, 2014 be approved."

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

4.1 Academic Colleague to the Council of Ontario Universities

The Academic Colleague, Professor Paul Axelrod, presented the March 2014 Council of Ontario Universities Issues Update, and highlighted Strategic Mandate Agreements, online education, and the adoption of the Ontario Education Number for university students.

5. President's Items

President Shoukri joined in extending congratulations to faculty members and students, and addressed a number of provincial policy initiatives, including online learning, French language curriculum expansion and the important role for Glendon, and the Major Capacity Expansion Policy Framework under which the University has embarked on a process leading to a bid for a York Region campus.

6. Committee Reports

6.1 Executive

6.1.1 Nominees for Election to the Senate Tenure and Promotions Appeals Committee

A slate of nominees was *noted*. There being no further nominations, it was moved, seconded and *carried* “**that nominations be closed.**” As a result, Professor Marcella Porporato and Professor Livy Visano were elected to the Tenure and Promotions Committee.

6.1.2 Information Items

Senate Executive advised that a candidate had been added to the pool of prospective recipients of honorary degrees and confirmed that members of the Board and Senate Executive committees had held their annual gathering.

6.2 Academic Standards, Curriculum and Pedagogy

6.2.1 Revisions to the Structure and Requirements of the Bachelor of Education Program, Faculty of Education

It was moved, seconded and *carried* “**that Senate approve revisions to the Bachelor of Education (BEd) program as set out in Appendix A, effective Fall-Winter 2015-2016.**”

6.2.2 Information Items

Academic Standards Curriculum and Pedagogy advised that its reflections on discussion at a recent Secretariat-sponsored event on “*Degree Requirement Complexities and Their Implications*” had resulted in agreement that concrete initiatives associated with the issues raised would be included in its priorities for 2014-15.

6.3 Awards

The Awards Committee reported on Changes to Undergraduate Entrance Scholarships to be implemented in 2015-2016 developed by a working group as part of a larger review of strategies for the enhancement of recruitment, retention and the student experience. Principal changes were the following

- a move to non-renewable scholarships for those admitted at the 80-94.9 per cent range (those with averages of 95 per cent and above will be eligible to renew)
- increased scholarship values to create a competitive advantage
- introduction of a Student Life Awards, paid directly to students for assistance with books, food, and the like for those with an 80+ admission average who accept an early offer

All awards will be outlined in letters extending offers of admission. The value of awards has been adjusted to various levels for entering students. It was suggested that the University should publicize a finding relayed by the Committee that scholarships for PhD and Masters students are quite competitive.

The Awards Committee also reported on the disbursement of awards for graduate students and new awards established in 2013. The Chair confirmed that the recipients of honorific professorships would be announced in May.

6.4 Academic Policy, Planning and Research

6.4.1 Renaming the Faculty of Fine Arts to the School of the Arts, Media, Performance and Design

It was moved and seconded “**that Senate approve the renaming of the Faculty of Fine Arts to School of the Arts, Media, Performance and Design.**” In response to questions, Dean Brixey confirmed that the Faculty would feature interdisciplinary curriculum and research. Although the word “Arts” would continue to part of the name, Dean Brixey was confident that there would not be confusion between AMPD and LA&PS. On a vote, the motion *carried*, and Senators signaled with applause their best wishes to the renamed Faculty.

6.4.2. Endorsement of the University's Engagement in a Process Leading to a Bid for a New Campus in York Region

It was moved, seconded and *carried* "that Senate move into Committee of the Whole for the purpose of considering item 6.4.2." The Vice-Chair assumed the Chair. It was moved and seconded "that Senate endorse the University's engagement in a process leading to a bid for a new campus in York Region under the Major Capacity Expansion Policy Framework."

Debate opened with a presentation on the principles, parameters and timelines. Although timelines were tight, it was of paramount importance to develop a bid that satisfied all of the University's conditions, especially consistency with Senate-approved planning objectives and resource sufficiency. Although many details about offerings at a new campus must be worked out, Senate's authority for curriculum and academic standards would not be undermined by an endorsement at this stage. It is known that a number of Faculties have expressed interest in opportunities presented by a York Regions campus. A new campus may help relieve stresses on the physical plant on the Keele campus and also assist in reaching SMA enrolment targets.

The following were among the points made during the course of a wide-ranging discussion:

- concerns that the campus would be perceived as second-tier for a variety of reasons, and the necessity of developing programs of high quality
- the expected contributions of municipal partners (generally, land, infrastructure and positive assistance with government relations)
- the relationship between the Keele and York Region campus with regard to enrolments, programs, and faculty members (with respect to teaching on multiple campuses or the deployment of alternate stream faculty members)

The Provost confirmed that consultations will include YUFA. Senate will be apprised of developments as the process unfolds.

On a vote the motion *carried*.

It was moved and *seconded* "that Senate rise and report." The Chair resumed presiding, and the Vice-Chair reported that the motion had been passed in Committee of the Whole, and in so doing affirmed Senate's approval of the motion. When asked, the Chair confirmed that the vote had been unanimous.

6.4.2 Information Items

APPRC reported on its review of the latest version of the Strategic Mandate Agreement and described the next stage in the finalization of an agreement with the Ministry of Training, Colleges and Universities. It also

- transmitted an updated summary of its involvement in the APPR process
- described next steps following meetings with the Deans, Principal and University Librarian on academic planning issues
- provided a York Research Chairs implementation rollout
- forecast the timing of recommendations for the chartering of Organized Research Units
- introduced the Committee's Chair-elect, Professor Rebecca Pillai Riddell of the Faculty of Health.

7. Other Business

There being no further business, Senate *adjourned*.

R. Mykitiuk, Chair _____
R. Everett, Acting Secretary _____



**York University
Board of Governors
Synopsis of the 433rd Meeting held on 28 April 2014**

Remarks

The Board heard a letter on tuition fees read on behalf of International students

The President reported on:

- Planning for a bid to expand into the York Region
- The Province's current post-secondary education initiatives (the Strategic Mandate Agreement and bilingual hub in southwestern Ontario) and the opportunities therein for York to advance its goals and aspirations
- Sustainability events and successes

Approvals *(By the Executive Committee on behalf of the Board since the last Board meeting)*

- Concurrence with the President's recommendations for the following appointments:
 - Professor Barbara Crow as Dean, Faculty of Graduate Studies and AVP Graduate for a five-year term, commencing 1 July 2014
 - Professor Donald Ipperciel, Principal, Glendon College, for a five-year term, commencing 1 July 2014
 - Maureen Armstrong, University Secretary and General Counsel, for a five-year term, commencing 1 July 2014

Approvals

- Unanimous approval for the appointment of Gregory Sorbara as York University's 13th Chancellor
- the University's exploration of options and the preparation of a proposal for submission to MTCU for a campus in York Region
- an increase to the Keele and Glendon undergraduate residence room rates by 4.9% for all room types in each of the next two academic years 2014-15 and 2015-16
- a 2.0% overall increase in the undergraduate and graduate student ancillary fees for 2014-2015 (implemented as of 1 September 2014)
- an Information Security Policy (pertaining to University records and information)
- the 2014 endowment distribution rate as follows:
 - suspension of capital protection for 2013-14
 - the standard 5% distribution rate for all endowments invested for greater than one year
- the awarding of a vendor of record contract to *dougserge+partners inc.* for communication and public affairs services, for a three year period with an option for the University to renew the contract for a further two years
- an amended contract with NexJ Systems for the provision of IT integration services to three primary health care providers, for a total contract value of \$2.1 million

Reports

- Each of the Academic Resources, Executive, Finance & Audit, Investment and Marketing, Communications & Community Affairs committees reported for information on matters discussed in their recent meetings.

*The agenda for the meeting is posted on the Board of Governors website at
<http://www.yorku.ca/secretariat/board/meetings.html>*

For further information on any of the above items contact the University Secretariat.

Harriet Lewis, Secretary



EXECUTIVE COMMITTEE

**Report to Senate
at its Meeting of May 22, 2014**

FOR ACTION

1. Nominees for Election to Senate Committees

Senate Executive recommends the following candidates for nomination to a Senate committee (non-designated seat) for a three-year term beginning July 1, 2014 and ending June 30, 2017, or for other positions with the terms specified.

Nominations are also accepted from the floor of the Senate if the nominee has consented and is available for the published meeting time of the committee. Nominators are asked to report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility. Final approval for the slate of nominees is given by Senate on a motion "that nominations be closed" as moved by the Vice-Chair of Senate.

Senate Executive may submit additional nominations prior to the meeting of May 22.

Senate Nominee for Membership on the Board of Governors (1 vacancy; two year term beginning upon appointment to the Board; must be a member of Senate to stand for election)

Board of Governors normally meets five times each year; nominee is a member of Senate Executive, which meets on the third Tuesday each month at 3:00 p.m. from September to June; Senate meets on the fourth Thursday of the month at 3:00 p.m. from September to June

Heather Campbell, Associate Professor, English, LA&PS
Susan Dimock, Professor, Philosophy, LA&PS
David Leyton-Brown, Professor, Political Science, LA&PS

Academic Colleague to the Council of Ontario Universities (1 vacancy; 2 year term beginning June 30) Colleague is a member of Academic Policy, Planning and Research which meets every second Thursday at 9:30 a.m. from September to June

George Turlakis, Professor, Electrical Engineering and Computer Science, Lassonde

Academic Standards, Curriculum and Pedagogy (Contract Faculty Member; 1 or 1 vacancy; one-year term) Meets Wednesdays at 1:30 p.m., normally twice each month from September to June

Gulzar Khawaja, Course Director, Electrical Engineering and Computer Science, Lassonde

**Appeals (Full-time faculty member; 4 vacancies)
(Meets in panels at the call of the Chair and periodically in plenary session)**

Roompa Desai Trilokekar, Associate Professor, Education

Awards (Full-time faculty member; **2 vacancies**)
(Meets 4-5 times annually; Tuesdays or Thursdays)

Rosemary Coombe, Professor, Social Science, LA&PS

Tenure and Promotions (4 Vacancies)

(Meets in panels at Thursdays at 3:00 when Senate is not in session; members participate in the deliberations of committees constituted at the Faculty level)

Dan Priel, Associate Professor, Osgoode
Qiang Zha, Associate Professor Education

FOR INFORMATION

1. **Renewal / Addition of Candidates for the Pool of Prospective Honorary Degree Recipients**

In a confidential report from the Sub-Committee on Honorary Degrees and Ceremonials, the Committee received a number of recommendations to include or extend the term of individuals in the pool of prospective recipients of honorary degrees. The Committee concurred with the recommendations and, as a result, thirteen individuals previously approved have been renewed for a further term and six have been added to the pool.

2. **Inquiry re: Graduate Stoles for Convocation and Follow-Up**

In October the Sub-Committee on Honorary Degrees and Ceremonial received a request from Osgoode to consider the adoption of stoles as part of the academic regalia worn at Convocation by First Nations, Inuit and Métis students graduating from the JD Program. After careful deliberation, the Sub-Committee concluded that it would not be appropriate to institute variations on regalia. However, it was the unanimous view of members that our Aboriginal students and heritage should be acknowledged at Convocation, and the Sub-Committee has asked the Convocation Office to coordinate consultations with others, including the Aboriginal Council, in the development of recommendations for appropriate forms of acknowledgement at our Convocation ceremonies.

R. Mykitiuk, Chair

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 22 May 2014

CONSENT AGENDA

6.2.1 Addition of a Full-Time Option for the Tax Law Specialization within the Professional LLM Program • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the addition of a full-time option for the Tax Law Specialization within the Professional LLM Program, Faculty of Graduate Studies.**

Rationale

A full rationale is set out in the accompanying documentation (Appendix A). Since its inception in 1994, the Tax Law specialization in the Professional LLM has been offered on a part-time basis and has enjoyed high enrolments. Offering a full-time option will:

- attract international tax lawyers to apply to the program since enrolment in a full-time program is required for a study permit;
- enable the professional development program to maintain its leadership in this field with the emergence of competing programs nationally

The program learning outcomes, and the degree and admission requirements for the full-time option will be identical to those of the existing the part-time Professional LLM in Tax Law. With the curriculum in place supporting the part-time option in this specialization and the International Business Law specialization, mounting a full-time option for Tax Law can be done without difficulty.

The Dean has advised that the full-time option would have minimal impact on the law school's faculty resources.

Approvals: FGS Council 6 March 2014 • ASCP 2 April 2014

6.2.2 Changes to Admission and Program Requirements for the MSc and PhD Programs in Chemistry • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve changes to the Program and **admission requirements for the Master of Science and Doctor of Philosophy programs in Chemistry, Faculty of Graduate Studies**, as set out in Appendix B.

Rationale

Two minor revisions are being proposed to the graduate programs in Chemistry. The first is a change in the requirement for a four-year undergraduate degree in Chemistry or Biochemistry (or its equivalent), rather than an "honours degree" for admission to either the MSc or PhD program. The greater specificity

in nomenclature addresses the differences that have emerged in the structure of undergraduate degrees outside of Ontario. The four-year bachelor's degree provides the preparation required for the graduate programs at York.

The second change introduces a requirement for doctoral students to complete the coursework component of the program - 12 credits - by the end of year two. The requirement will codify the existing practice.

Approvals: FGS Council 3 April 2014 • ASCP 16 April 2014

6.2.3 Addition of a New Test to Satisfy Language Proficiency Admission Requirements • Glendon

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the addition of the Test de Français International (TFI) with a minimum score of 785 for proof of language proficiency for admission to undergraduate programs housed at Glendon, as set out in Appendix C.**

Rationale

The proposal in Appendix C provides background information on the language proficiency requirements and existing forms of testing accepted at York. Presently students applying to Glendon who do not meet one of the language exemptions have just one option to prove language proficiency, an internal test administered by Academic Services called the French Language Admissions Test (FLAT). The Test de Français International (TFI) is designed to measure and certify the French-language aptitudes of non-Francophones. It is suitable for candidates whose strongest language is French but who did not study in a French or English language system or in a country where either English or French is the primary language of instruction. Recognizing this additional test enables Glendon to be more accessible to its community and non-GTA applicants. The proposed minimum score of 785 is consistent with the scores required on this test in other Canadian universities.

Approvals: Glendon Council 28 March 2014 • ASCP 16 April 2014

6.2.4 Change to the Requirements of the JD Program • Osgoode Hall Law School

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the addition of an administrative law requirement for the JD program, Osgoode Hall Law School, effective for the graduating class of 2014-2015.**

Rationale

Appendix D includes the Proposal Brief for the proposed program revision. The addition of an administrative law component within the JD program brings it into alignment with the accreditation requirements recently established by the Law Society of Upper Canada. Many students in the program complete the optional Administrative Law course. Those who do not enrol in it will be required to attend a Principles of Administrative Law Lecture and satisfactorily demonstrate the achievement of the associated learning outcomes. This module will satisfy the accreditation requirements. Going forward the principles of administrative law will be incorporated into the suite of mandatory first-year courses to ensure the consistent and appropriate coverage required for accreditation.

Approvals: Osgoode Council 10 March 2014 • ASCP 14 May 2014

6.2.5 Changes to Requirements for the PhD Program in Social & Political Thought • Faculty of Graduate Studies

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve **the following changes to the course requirement component of the PhD Program in Social and Political Thought, Faculty of Graduate Studies:**

- an increase from 24 to 30 required credits for Option 1; and
- an increase from 18 to 24 required credits for Option 2

Rationale

The proposed increase in coursework credits facilitates the addition of a new core course. Recommended in the last program review, the course is designed to encourage a sense of cohort in the program, ensure students have information on professional and program requirements, and broaden their exposure to disciplinary theories and issues. Sustained interaction in this mandatory course which has significant academic, professional, and relevant administrative content led by the Graduate Program Director and supported by faculty members, is expected to be a valuable to enhance students' time to completion. The supporting documentation is attached as Appendix E.

Approvals: FGS Council 6 March 2014 • ASCP 14 May 2014

FOR INFORMATION

MINOR CURRICULUM CHANGES

1. Minor Curriculum Items Approved by ASCP (*effective FW 2015-16 unless otherwise stated*)

Minor changes / clarifications to degree requirements were made for the following:

- a) Glendon
 - BA Programs in Translation
 - Certificate in Spanish-English / English-Spanish Translation
- b) Liberal Arts & Professional Studies
 - *Minor change to the requirements for BAS programs (90 credit and Spec Honours, Human Resources Management Stream)
 - *Minor change to the requirements for BHRM program

**Effective FW 2014-15*

*Leslie Sanders
Chair, Academic Standards, Curriculum & Pedagogy*

**York University
Faculty of Graduate Studies**

**Proposal for a Major Modification to an Existing Program:
Addition of a Full-Time Option in the
Professional LLM, Tax Law Specialization**

January 2014

Proposal for a Major Modification to an Existing Program:

Addition of a Full-Time Option in the Professional LLM, Tax Law Specialization

1. Overview of the Proposed Changes

Osgoode Professional Development/Osgoode Hall Law School submits this proposal to create a full-time option in the Professional LLM, Tax Law specialization.

a. Professional LLM in Tax Law: Background Information

The Tax Law specialization in the Professional LLM was first offered in 1994 and has been offered continuously since that time. The program is offered exclusively on a part-time basis and is distance learning accessible by virtue of intensive format courses and videoconferencing.

The Tax Law specialization attracts a broad range of students, including junior, mid-level and senior tax lawyers; lawyers wishing to learn more about tax law or transition into that area of practice; as well as professionals without a prior law degree who have practical domain knowledge of tax legislation and regulations and who seek to expand their overall and theoretical knowledge of tax law. Students come from all parts of Canada, from coast to coast to coast. The size of the tax program has grown and is now generally 25-35 part-time students in an academic year.

After almost 20 years in existence, the program has had a large group of accomplished alumni, including senior tax lawyers across Canada and beyond. The program also counts among its roster three tenured or tenure-track university faculty members, including the current Dean of the Schulich School of Law, Dalhousie University.

The program faculty is comprised of academics from Osgoode Hall Law School, as well as academics from other Canadian and international law schools and universities, including the Schulich School of Business, York University; Levin College of Law, University of Florida; and Schulich School of Law, Dalhousie University. Several senior and expert tax practitioners also teach in the program, creating an important bridge in the program between the theory and practice of tax law.

b. Rationale for the Proposed Changes

Since its inception, the Tax Law specialization in the Professional LLM has been offered on a part-time basis. Through this submission, Osgoode Professional Development/Osgoode Hall Law School seeks approval for the addition of a full-time option in the Tax Law specialization. There are several factors supporting the creation of a full-time option.

First, over the past 5 years, Osgoode Professional Development has focused on strengthening graduate program offerings for international lawyers and law graduates, including full-time specializations in International Business Law and Canadian Common Law, and the full-time

option in the Professional General LLM. While a small number of international tax lawyers are or have been enrolled in the program, the part-time status of the program militates against significant interest from prospective international students, since they are not able to secure a study permit unless they are enrolled in a full-time program. The creation of a full-time option in the Tax Law specialization would create a viable means for international tax lawyers to apply to and enroll in the program.

Second, until recently Osgoode was the only law school in Canada to offer an LLM program with a specialization in Tax Law. In the Fall of 2014, the University of British Columbia (UBC) Faculty of Law will begin offering an LLM specializing in Tax Law. UBC's program will be offered on a full-time basis, with a part-time option. Given the success of Osgoode's Professional LLM in Tax Law, it is only a matter of time before other Canadian law schools begin offering similar programs. Offering a full-time option in the Professional LLM in Tax Law would allow Osgoode to build the international reputation of this program, which is already a renowned within Canada. Equally important, such an offering will allow Osgoode to maintain its leadership in this field.

Third, given the high enrollment numbers in both the Tax Law and International Business Law specializations in the Professional LLM, Osgoode Professional Development already offers between 21 – 30 credits of tax coursework each academic year, and therefore a full-time option could be created without difficulty by adding a small number of additional course offerings.

c. Alignment of the Proposed Changes with University's Academic Plan

The addition of a full-time option in the Professional LLM, Tax Law specialization aligns with the University's vision of promoting quality through internationalization, which is a priority articulated in both the Provostial White Paper, *Building A More Engaged University: Strategic Directions for York University 2010 – 2020*¹ and York University's Academic Plan, *University Academic Plan 2010 – 2015: Enhancing Academic Quality in a Globalized World*.² The imperative for internationalization at the University arises from the "ever increasing pace of globalization worldwide, and the fact that a global perspective will be a precondition to success, and a core competency for active participation in a knowledge-based society in the years and decades ahead".³ This includes taking steps to attract more high quality international students to York, particularly in continuing professional development programs/professional development areas.⁴

This focus on internationalization is in keeping with Osgoode Hall Law School's Strategic Plan, *Experience Osgoode: Strategic Plan 2011 – 2016*,⁵ which outlines a vision to "expand the

¹ The White Paper is divided into two parts: the White Paper Overview (hereinafter "*White Paper Overview*") and the White Paper Companion (hereinafter "*White Paper Companion*"). The White Paper Overview is found here: http://vpap.info.yorku.ca/files/2012/09/White_Paper_Overview_April_15.pdf. The White Paper Companion is found here:

http://vpap.info.yorku.ca/files/2012/09/White_Paper_Companion_April_15.pdf.

² <http://www.yorku.ca/univsec/senate/committees/apprc/documents/UAP2010-2015.pdf>. Hereinafter "*UAP*".

³ *UAP*, p. 7.

⁴ *White Paper Companion*, p. 49.

⁵ <http://digital.yorku.ca/i/59910>. Hereinafter "*Experience Osgoode*".

professional masters opportunities for foreign trained lawyers and international students”.⁶

The expansion of the Professional LLM program to include a greater selection of full-time specializations designed to attract international lawyers and law graduates aligns with the vision of the University and the Law School for internationalization.

2. Program Structure and Content

Part-time students complete the program over 6 terms of enrollment (24 months). Full-time students will complete the program over 3 terms of enrollment (12 months). The program requirements will be the same for both part-time and full-time students (see ‘Comparison of Proposed and Existing Program Requirements’ section below).

Due to the high enrollment numbers in the Professional LLM in Tax Law, we currently offer 21 – 30 credits of tax law courses each academic year. There are currently 51 credits of approved courses in the Professional LLM in Tax Law. There is one required course worth 6 credits. The exact elective offerings differ each academic year. The current approved courses for the specialization are listed below.

The required course for Tax Law is:

- Tax Policy, Statutory Interpretation and the Foundations of the Taxation of Individuals (6 credits)

Elective Courses:

- Advanced Taxation of Corporations and Shareholders in Canada (6 credits)
- Comparative Income Tax Law and Policy (3 credits)
- Income Tax Aspects of Debt Financing (3 credits)
- International Tax Policy (3 credits)
- International Taxation (3 credits)
- Managerial Tax Planning (3 credits)
- Overview of the US Taxation and Recent Developments (3 credits)
- Partnerships and Alternative Business Vehicles (3 credits)
- Retirement Income Plans and Deferred Compensation Arrangements (3 credits)
- Tax Administration and Litigation (3 credits)
- Taxation of Financial Instruments (3 credits)
- The Taxation of Charitable Gifts, Charities and Foundations (3 credits)
- The Taxation of Trusts and Estates (3 credits)
- Tax Treaties (3 credits)

To create a full-time option in the Tax Law specialization, Osgoode Professional Development must simply mount an additional one to three approved 3-credit courses each academic year to offer enough elective course choices for full-time students to complete the degree requirements.

⁶ *Experience Osgoode*, p. 7.

These additional tax offerings will also appeal to Professional LLM students from other specializations, who are permitted to take a certain number of credits outside of their program. As well, these courses will attract Professional General LLM students⁷ who have expressly declared tax law as one of their areas of specialization. In other words, we anticipate that there will be a healthy demand for these additional tax courses.

3. Mode of Delivery, Methods and Criteria for Assessing Student Achievement

Courses in the Tax Law specialization and in the Professional LLM generally, are delivered in lecture format, interspersed with interactive small group and class discussion. Student achievement in courses can take several forms, however, in general the final assessment in most courses in the program is by final research paper. Additional forms of assessment may include:

- A written take-home examination; or
- class participation
- student presentations (group and individual)
- reflective papers
- lawyering simulations

In the Professional LLM, Tax Law specialization, there is a requirement to complete either a Major Research Paper (70 pages, 6 credits) or Significant Research Paper (this is 35 pages in the tax law specialization, 30 pages in other Professional LLM specializations). Both the SRP and MRP require the student to produce a well-structured, well-reasoned sustained legal argument in written form. Students are expected to demonstrate independent and critical analysis in written form. The MRP is expected to be of publishable quality.

Several learning outcomes are assessed through the various forms of assessment in the LLM as follows:

	1. Depth and breadth of knowledge	2. Research and scholarship	3. Level of application of knowledge	4. Professional capacity/autonomy	5. Level of communications skills	6. Awareness of limits of knowledge
Assessed = ✓ May be assessed = M						
Research Paper	✓	✓	✓	✓	✓	✓
Take-home Exam	✓	✓	✓	✓	✓	✓
Class	M	M	M	✓	✓	M

⁷ In their admission applications, Professional General LLM students are required to declare three areas of specialization.

Participation						
Student Presentations	✓	✓	✓	✓	✓	M
Reflective Papers	✓	M	M	✓	✓	✓
Lawyering Simulations	✓	M	✓	✓	✓	✓
Significant Research Paper	✓	✓	✓	✓	✓	✓
Major Research Paper	✓	✓	✓	✓	✓	✓

4. Admissions Requirements

The admissions requirement for the full-time option will be identical to the admissions requirements for the part-time Professional LLM in Tax Law, which are set out below.

To be considered for admission, applicants must demonstrate, at a minimum, completion of a Bachelor of Laws or Juris Doctor degree or its equivalent with an overall B average.

Proof of language proficiency is required for applicants whose first language is not English or who have not completed at least two years of full-time study at an accredited university in a country (or institution) where English is the only official language of instruction. Those who do not meet these language proficiency criteria must meet the minimum language score requirements:

Test Type	Test Score
Test of English as a Foreign Language (TOEFL) - Paper Based	600 (with minimum 5 on TWE)
TOEFL - Computer Based	250
TOEFL - ibt (Internet Based)	100
IELTS	7.5
YELT - York English Language Test	Band 1
YUELI - York University English Language Institute	Level 6 with Distinction

Candidates without an LLB or JD degree are considered provided they have a university degree with an overall B average and significant work experience related to the specialization for which they have applied. Preference is given to those applicants with a graduate degree from a

related discipline. These applicants are required to provide a writing sample and are often interviewed to assist in the decision-making processes.

The application requirements for the full-time option in the Professional LLM, Tax Law specialization will be the same as for the part-time option. Therefore, applicants must submit:

- A completed application form;
- Application fee;
- Two sets of official transcripts from every post-secondary institution attended where a grade was received for courses completed. Official translations are required if the originals are in a language other than English or French;
- Two letters of reference;
- Curriculum vitae;
- Personal statement;
- Proof of language proficiency, if required;
- Writing sample, if required.

5. Projected Intake and Implementation Date

We would like to begin offering the full-time option in the Tax Law specialization in Fall 2014. Given the short lead time between approval and the program start, we project a modest initial intake of approximately 5 - 10 students for the first offering. This projected intake is in addition to the existing enrollment targets for the Professional LLM programs.

6. Accommodation of Existing Students

We do not anticipate any difference in the experience of existing part-time students in the program. Their program requirements and the overall structure of the program (available part-time and distance learning accessible) will remain the same.

7. Impact on Parent Program and Summary of Resource Implications

The Professional LLM is headed by Osgoode's Assistant Dean, and supported by staff at the downtown location of Osgoode Professional Development, including an Associate Director, Academic Programs/Director of the Professional LLM, an International Programs Lawyer, a Manager of Administration for Credit Programs, three Graduate Program Assistants, and an Admissions Assistant. Each LLM specialization is overseen by a Director or multiple directors, at least one of whom is a full-time faculty member at Osgoode Hall Law School, and the Professional LLM is more generally overseen by an Academic Director who is a full-time faculty member at Osgoode Hall Law School.

All of the Professional LLM programs are self-funding, and as such, resource implications are a matter of internal budgeting.

The full-time faculty specializing in tax law at Osgoode Hall Law School already teach in the Professional LLM in Tax Law on an off-load basis. The remainder of the instruction in the program is provided by expert practitioners and academics from other law schools and

universities on a contract basis. Therefore, there will not be any adverse effect on faculty resources, and the Dean has approved the addition of a full-time option in the Professional LLM, Tax Law specialization on this basis.

8. Comparison of Existing and Proposed Program Requirements

The current program requirements in the Professional LLM in Tax Law would be identical for part-time and full-time students and are set out below.

The degree requirements will be satisfied upon the completion of 36 credits. There are two options for completing this degree:

Option I: Coursework and Major Research Paper [36 credits]

- The required course ‘Tax Policy, Statutory Interpretation and the Foundations of the Taxation of Individuals’ [6 credits];
- 24 additional credits of coursework, at least 18 of which must be from the Tax Law specialization;
- A Major Research Paper (70 pages) in the tax law field [6 credits];
- Advanced Legal Research Workshop [1 credit]

Option II: Coursework only [36 credits]

- The required course ‘Tax Policy, Statutory Interpretation and the Foundations of the Taxation of Individuals’ [6 credits];
- 30 additional credits of coursework, at least 24 of which must be courses from the Tax Law specialization; and
- A Significant Research Paper (30 pages) as a means of evaluation for one of the courses in the Tax Law specialization.

9. Alignment of the Proposed Requirements with Program Learning Outcomes

The program requirements for the Professional LLM in Tax Law will not change with the creation of a full-time option in the program. The current program requirements are aligned with the overall Student/Program Learning Outcomes for the Professional LLM, which are set out below:

	The Professional LLM is awarded to students who have demonstrated:
1. Depth and Breadth of Knowledge	<ul style="list-style-type: none"> • An ability to identify and explain the major theoretical and conceptual frameworks on which the student’s area(s) of specialization is based; • Knowledge of, and the ability to critically analyze, the main sources of law, legal principles and rules governing the student’s area(s) of specialization; • A thorough understanding of the underlying policies and problems relating to the student’s area(s) of specialization; • An ability to situate the law and legal institutions of the student’s

	<p>area(s) of specialization in their various contexts, for example, social, economic, political, philosophical, historical, moral or cultural contexts;</p> <ul style="list-style-type: none"> • An ability to articulate alternative legal approaches or frameworks that could and should be considered by policymakers, regulators, judges, stakeholders and others; • Critical assessment of the effectiveness of the law in meetings its objectives and intended purposes; • Knowledge of the international, comparative and interdisciplinary dimensions of the student's area(s) of specialization; and • Thorough understanding of current issues, including academic scholarship and debate, at the forefront of the student's area(s) of specialization.
<p>2. Research and Scholarship</p>	<ul style="list-style-type: none"> • Critically evaluate current legal research, theory and scholarship in the student's area(s) of specialization; • Competently employ techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze complex and advanced legal issues; • Competently apply research methodologies; and • An ability to formulate and support sustained and well-reasoned argument in written form, including: <ul style="list-style-type: none"> ○ Understanding of and effective use of legal authorities; ○ Articulating ideas clearly, precisely and persuasively; ○ Developing arguments and presenting conclusions in a logical and coherent manner; and ○ Demonstrating independent and critical analysis.
<p>3. Level of Application of Knowledge</p>	<ul style="list-style-type: none"> • An ability to apply intellectual, practical and problem solving skills to critically assess and formulate sound solutions to complex legal problems in the student's area(s) of specialization; • An ability to apply an existing body of knowledge in the critical analysis of a new legal question or of a specific legal problem or issue in a new setting; and • An ability to identify, formulate and critically evaluate legal reform proposals.
<p>4. Professional Capacity/ Autonomy</p>	<ul style="list-style-type: none"> • An ability to address his/her own learning and professional objectives and to select an appropriate plan of study; • Reasoned and autonomous decision making when presented with complex legal, professional and ethical situations; • An ability to act professionally and autonomously in planning, implementing and completing academic work;

	<ul style="list-style-type: none"> • Behaviour consistent with academic integrity and high professional standards; and • An ability to articulate the multiplicity of roles and the ethical and/or professional responsibilities one assumes as a member of the legal profession.
5. Level of Communication Skills	<ul style="list-style-type: none"> • An ability to effectively formulate and present well-reasoned legal arguments orally and in writing; and • An ability to present and communicate ideas, issues and conclusions clearly, precisely and persuasively.
6. Awareness of the Limits of Knowledge	<ul style="list-style-type: none"> • Sophisticated understanding of the complexity, boundaries, limits and evolving nature of the law; and • Awareness of the limits of his/her own knowledge and how this might influence his/her legal analyses, interpretations and conclusions.

10. Overview of Consultation

The creation of a full-time option in the Professional LLM, Tax Law specialization is supported by the directors of this specialization, as well as by the Dean.

Please see the ‘Impact on Parent Program and Summary of Resource Implications’ section above for further information on impact on faculty and staff resources.

11. Support Statements

A statement of support from the Dean of Osgoode Hall Law School is attached.

MEMO

To: Senate Committee on Academic Standards, Curriculum and Pedagogy

Cc: Faculty of Graduate Studies

From: Lorne Sossin, Dean of Osgoode Hall Law School

Date: December 18, 2013

Re: **Full Time Option
Professional LLM, Tax Law Specialization
Osgoode Professional Development**

I have been asked to provide details on the resource implications of the proposed full-time option in the Professional LLM, Tax Law specialization, offered by Osgoode Professional Development (OPD).

OPD's Professional LLM Programs have minimal impact on the law school's faculty resources. This particular specialization has been running since 1994 and draws on a mixture of Osgoode faculty, academics from other Canadian and international law schools and universities, and senior practitioners and other professionals in the field. The creation of a full-time option will not put additional burden or interfere with the teaching load of the Osgoode faculty who are already teaching in the program. Additionally, the law library has entered into an agreement with OPD that provides a dedicated staff member to assist the Professional LLM students.

Therefore, there will be no adverse impact on faculty or other resources in offering a full-time option in this specialization.

Sincerely,



Lorne Sossin
Professor and Dean

Change to Program/Graduate Diploma Academic Requirements Proposal Template

The following information is required for all proposals involving a change to program/graduate diploma academic requirements, including admission requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma:

Chemistry

2. Effective Session of Proposed Change(s):

Fall 2014, or as soon as possible.

3. Proposed Change(s) and Rationale

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

We propose two changes to the calendar entry for the Graduate Program in Chemistry.

The first change is to modify the admission requirements from having an honours degree to having a four-year degree. This change clarifies what we want in applicants to the program. In the past, especially in Ontario, an honours degree was synonymous with a four-year degree. However, outside of Ontario, an honours degree is often something other than simply a four-year degree. It can mean doing extra coursework and taking particular courses. We feel that the wording of having an honours degree may prevent qualified people from applying to our program.

The second change requires students in the PhD program to have their coursework completed by the end of their PhD2 year. This change is good for students as it means they get their coursework out of the way at the start of their PhD studies and allows them to maximize what they learn in their courses in their research work. It is not an onerous requirement as only 12 credits are needed. This works out to two 3-credit courses per year, even without the student receiving transfer credit for previously completed graduate courses. This change also prevents situations where students who are not performing well in their courses delay taking them, and then need to be removed from the program late in their PhD studies.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The first of the proposed changes has no effect on requirements or learning outcomes.

The proposed change to have the coursework completed by the end of PhD2 requires students to complete their course work at the start of their PhD work allowing them to benefit from what they learn in their courses during the rest of their PhD studies. This is unformalised, but common practise in the program.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

These proposed changes were passed at a Chemistry Department meeting.

d) A summary of any resource implications and how they are being addressed.

There are no resource implications for these changes

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

There is no effect on currently enrolled students from the change to the admission requirement. For the change to the degree requirements current students will be grandfathered under the current rules.

4. Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>MASTER OF SCIENCE PROGRAM</p> <p>ADMISSION REQUIREMENTS Graduates with an honours degree in chemistry or biochemistry or its equivalent, normally with at least B standing, may be admitted as candidates for the MSc degree.</p> <p>DOCTOR OF PHILOSOPHY PROGRAM Graduates with an honours degree in chemistry (normally with at least B standing) may be considered for admission to the PhD degree. Normally, however, such graduates must first register as candidates for the MSc degree.</p> <p>DEGREE REQUIREMENTS</p> <p>Candidates (PhD I & II) for the PhD degree must fulfil the following requirements:</p> <p>1. Courses</p> <p>(b) In addition to Research Evaluation, each student must take a minimum of two full courses (12 credits) from those offered by the Graduate Program in Chemistry. These should be chosen in consultation with the student's supervisor. For students entering the PhD program with an MSc degree, a maximum of six credits may be allowed for courses taken at York University or at another recognized university.</p>	<p>MASTER OF SCIENCE PROGRAM</p> <p>ADMISSION REQUIREMENTS Graduates with a four-year degree in chemistry or biochemistry (or its equivalent, with a minimum of 6 credits at the 4th year level), normally with at least B standing, may be admitted as candidates for the MSc degree.</p> <p>DOCTOR OF PHILOSOPHY PROGRAM Graduates with a four-year degree in chemistry or biochemistry (or its equivalent, with a minimum of 6 credits at the 4th year level), normally with at least B standing, may be admitted as candidates for the PhD degree. Normally, however, such graduates must first register as candidates for the MSc degree.</p> <p>DEGREE REQUIREMENTS</p> <p>Candidates (PhD I & II) for the PhD degree must fulfil the following requirements:</p> <p>1. Courses</p> <p>(b) In addition to Research Evaluation, each student must take a minimum of two full courses (12 credits) from those offered by the Graduate Program in Chemistry. These should be chosen in consultation with the student's supervisor. The 12 credits need to be completed by the end of six terms. Permission of the Graduate Program</p>

Director is required for an extension to this time limit for course work completion. For students entering the PhD program with an MSc degree, a maximum of six credits may be allowed for courses taken at York University or at another recognized university.

French Language Proficiency Test for Admission

To be more accessible, Student Recruitment and Applicant Relations at Glendon would like to recognize the Test de Français International (TFI) to prove French language proficiency for admissions purposes to Glendon with applicants required to meet a minimum score of 785. A score of 785 represents a working proficiency in French (see attached documents).

Background:

When applying to Glendon, students who do not meet one of the four below exemptions must provide a proof of language proficiency in either English or French.

- Four full years of study in Canada in English or French at the high school level;
- Four full years of study at the secondary school level
 - in English, in a country where English is a primary language (or primary language of instruction) OR
 - in French, in a country where French is a primary language (or primary language of instruction);
- One full year of study in an accredited university degree program
 - in English, in a country where English is a primary language OR
 - in French, in a country where French is a primary language
- Two full years of study in an accredited college diploma/ applied degree program
 - in English, in a country where English is a primary language (or primary language of instruction) OR
 - in French, in a country where French is a primary language (or primary language of instruction);

To prove English proficiency, students have the option of submitting several test scores: an International English Language Testing Service score (IELTS), a Test of English as a Foreign Language score (TEFL), a Michigan English Language Assessment Battery (MELAB), or the York English Language Test (YELT).

Students applying to Glendon who do not meet one of our language exemptions are limited to only one option to prove language proficiency, which is an internal test administered by Academic Services called the French Language Admissions Test (FLAT). The FLAT includes an online test, the same test used to place admitted students wanting to major in French Studies, and should include an oral interview/component that requires students to come to Glendon. Around 5-10 applicants write the FLAT annually. The cost is \$120.

Purpose:

We would like to be more accessible to our community and our non-GTA applicants. In particular, recognizing a standardized test would allow us to be more accessible to those whose strongest language is French but who did not study in a French or an English language system or in a country where either

English or French is the primary language of instruction (ex. Morocco, Tunisia, Algeria). For these reasons, we would like to recognize the Test de Français International (TFI), with a minimum required score of 785, to prove French language proficiency for admissions purposes to Glendon. This test would be recognized in addition to the FLAT and would be implemented for those applying to the Fall/Winter 2015 session.

Test de Français International:

The TFI is designed to measure and certify the French-language aptitudes of non-Francophones. It assesses candidates' ability to communicate in French in a professional or international communication context. This test is administered through Education Testing Service Canada (ETS), and is offered monthly at testing centres across Canada. The cost to write the exam is \$107.35. For more detailed information, see documents attached.

Required TFI Score in Other Canadian Universities:

Institution	Minimum Score Required	Website
Glendon's Masters of Public and International Affairs (Graduate level)	- Listening /Reading : 455 - Total score: 910	www.glendon.yorku.ca/gspia/english/mpia/prospective/requirements.php
HEC Montréal (undergraduate)	850	www.hec.ca/en/programs_training/tfi.html
Université de Montréal (undergraduate)	General programs: 605 Education, French Studies: 785	www.cce.umontreal.ca/documents/TFISeuils12-13_001.pdf
Université de Laval (undergraduate)	750	www2.ulaval.ca/international/etudiants-internationaux/etudier-a-quebec/etudier-en-francais-study-in-french.html

For any questions regarding this request please contact:

Katherine Meunier
Student Recruitment and Applicant Relations
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kmeunier@glendon.yorku.ca

Examen de compétences linguistiques en français pour les admissions

Pour être plus accessible à notre communauté, le Service de recrutement étudiant à Glendon aimerait reconnaître le Test de Français international (TFI) pour démontrer une preuve de langue pour l'admission à Glendon. Les étudiants qui passeront le TFI devront atteindre un résultat minimal de 785. Un résultat de 785 représente une compétence avancée en français (voir les documents ci-joints).

Contexte:

Les candidats de Glendon peuvent fournir une preuve de compétences linguistiques en français ou en anglais. Les candidats peuvent répondre à nos exigences linguistiques s'ils ont terminé avec succès — ou sont sur le point de le faire — soit :

- quatre années d'études secondaires en français ou en anglais au Canada ;
- quatre années complètes d'études secondaires en français ou en anglais dans un pays où le français ou l'anglais est une langue officielle ou la première langue d'enseignement ;
- une année complète d'études en français ou en anglais dans un programme accrédité menant à un diplôme universitaire, dans un pays où le français ou l'anglais est une langue officielle ; ou
- deux années complètes d'études en français ou en anglais dans un programme accrédité menant à un diplôme collégial/technique, dans un pays où le français ou l'anglais est une langue officielle ou la première langue d'enseignement.

Pour démontrer une preuve de compétences linguistiques en anglais les candidats ont plusieurs options d'examens à passer : le « International English Language Testing Service score » (IELTS), le « Test of English as a Foreign Language » (TEFL), le « Michigan English Language Assessment Battery » (MELAB), ou le « York English Language Test » (YELT).

Les candidats qui ne rencontrent pas nos exigences linguistiques sont limités à un examen pour démontrer la preuve de langue ; un examen interne administré par les Services académiques nommé le « Test de compétence en langue française ». Cet examen s'écrit en ligne et est le même examen utilisé pour évaluer les étudiants qui désire compléter la majeure en Études françaises. L'examen devrait aussi inclure une entrevue ou une composante orale qui exige les candidats de venir au campus Glendon. Il y a environ 5 à 10 candidats par année qui écrivent le Test de compétence en langue française. Le coût pour passer l'examen est de 120 \$.

Objectif:

D'être plus accessible à notre communauté et à nos candidats hors de la région du Grand Toronto. En particulier, reconnaître un examen standardisé nous permettra d'être plus accessibles à ceux et celles qui ont plus de capacités en français mais qui n'ont pas étudié dans un système scolaire en français ni en anglais ou dans un pays où le français ou l'anglais est une langue officielle ou la première langue d'enseignement (ex. Maroc, Tunisie, Algérie). Pour ces raisons, nous voulons reconnaître le Test de Français international (TFI) avec un résultat minimal de 785 pour démontrer une compétence linguistique en français pour les admissions à Glendon. Ce test serait reconnu additionnellement au Test de compétence en langue française de Glendon. Il serait mis en vigueur pour les candidats de la session automne-hiver 2015.

Test de Français international (TFI) :

Le TFI a pour but de mesurer et de certifier les connaissances de la langue française pour les non-francophones. Il évalue la capacité du candidat de communiquer en français dans un contexte de

communication professionnel ou international. L'examen est administré par le « Education Testing Service Canada » (ETS) et est offert mensuellement dans plusieurs villes à travers le Canada. Le coût de l'examen est de 107,35 \$. Pour plus de détails, veuillez voir les documents ci-joints.

Résultat du TFI requis dans les autres universités canadiennes :

Institution	Résultat minimal	Site web
Maîtrise bilingue en affaires publiques et internationales - Glendon (2ième cycle)	- Compréhension orale/écrite : 455 - Score total : 910	www.glendon.yorku.ca/gspia/english/mpia/prospective/requirements.php
HEC Montréal (1er cycle)	850	www.hec.ca/en/programs_training/tfi.html
Université de Montréal (1er cycle)	Programmes généraux: 605 Éducation, Études françaises: 785	www.cce.umontreal.ca/documents/TFISeuils12-13_001.pdf
Université de Laval (1er cycle)	750	www2.ulaval.ca/international/etudiants-internationaux/etudier-a-quebec/etudier-en-francais-study-in-french.html

Pour toutes questions concernant cette demande, veuillez contacter:

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Memo

To: Academic Planning and Policy Committee (APPC)
From: Dean Lorne Sossin & Associate Dean Poonam Puri
cc:
Date: March 2, 2014
Re: Administrative Law Requirement

The purpose of this memo is to request approval by APPC of an Academic Rule change implementing the Administrative Law requirement. The new rule would apply to Osgoode students who are in the Class of 2015 and onward.

Rule 3.10 Administrative Law

As a condition of graduation, each student shall successfully complete Administrative Law (Law 2010) or take the not-for-credit “Principles of Administrative Law Lecture” in person or on-line.

Supporting Documentation

Members of the Committee will recall that the Law Society of Upper Canada (LSUC) and other Canadian Law Societies have a list of required competencies for students applying to the licensing process.

As a faculty, we have had a variety of discussions about the process and the substantive content of these competencies, and also about how we should respond to them. The rule change proposed here represents the conclusion that we came to about how best to ensure that our students will meet the requirements without making significant changes to our curriculum. The proposed rule change is consistent with the approach that this Committee and Faculty Council took in 2012/13 when it approved new Academic Rule 3.8 Fiduciary Relationships in Commercial Context, which requires that each student either complete Business Associations or the not for credit online module “Fiduciary Relationships in Commercial Context.”

More detail is available in the draft document under YUQAP 5, attached.

New JD Graduation Requirements

a) A description of the proposed changes and the rationale including alignment with academic plans

In February 2010, the Law Society of Upper Canada approved the October 2009 Final Report of the Federation of Law Societies of Canada Task Force on the Canadian Common Law Degree.

The FLSC Task Force Report created a new set of accreditation requirements. In particular, Deans of accredited schools must certify that all graduates of their program have acquired a set of competencies (skill/knowledge sets) listed in the Report. It includes skills (such as oral communication), ethics and professionalism requirements, and substantive legal knowledge areas.

The list of required competencies includes many that are already part of our mandatory JD program, and some that are not. One required substantive legal knowledge competency is set out below:

Public Law Principles

The applicant must have an understanding of the core principles of public law in Canada, including,

the principles of administrative law.

Osgoode has taken the position that all of our students meet this competency. Legal Process and State and Citizen, both courses in Osgoode's mandatory first year curriculum, cover the principles of administrative law, and it is expected that in the longer term, instructors responsible for different sections of these mandatory courses will co-ordinate the scope and extent of coverage of the principles of administrative law.

Until such time that we are confident that all sections of Legal Process and State and Citizen provide consistent and appropriate coverage of the principles of administrative law, we propose a shorter term solution which can be implemented immediately to satisfy the "principles of administrative law" requirement.

We proposed to require that all students who have not taken the upper year optional Administrative Law (LAW 2010) course must attend the Principles of Administrative Law Lecture in person or on-line. Dean Lorne Sossin has agreed to offer this lecture. For

those students who have not taken Administrative Law (Law 2010) this will be a requirement for attaining their J.D. degree. The Lecture will be ungraded and worth no credits. It will be noted as "completed" on students' transcript only; The on-line Lecture will be available to students following their completion of mandatory first year courses, including during the summers. The evaluation will be a series of multiple choice questions that students must answer online, regardless of whether they attend the lecture in person or view it on-line.

Our statistics indicate that many of our graduating students have taken Administrative Law. However, the new accreditation rules require that the Dean confirm that all graduating students have all the required competencies. As such, what is proposed above is a shorter term solution for this group of students who do not take Administrative Law, while the longer term solution of ensuring consistent and appropriate coverage of the principles of administrative law in the mandatory first year courses, Legal Process and State and Citizen courses, is being developed.

b) An outline of the changes to requirements and the associated learning outcomes including how the proposed requirements will support the achievement of program learning objectives;

The change to the requirements is as described above.

In order to complete the module, students must be able to demonstrate that they:

1. Understand the fundamental principles of administrative law, including the rule of law, natural justice, fairness, independence, impartiality, bias and exercise of discretion;
2. Understand and appreciate the legislative and judicial environment of administrative decision-making, including the role, content and standards of judicial review; and
3. Can identify and fashion appropriate remedies in administrative law.

These outcomes support the following Undergraduate Degree Learning Expectations adopted in 2008:

1.2 "explain the foundational areas of law and their sources, including case law and statute law".

and

6.2: demonstrate behaviour consistent with academic integrity, social responsibility and high professional standards

The outcomes also support Osgoode's program learning objectives in general ways, by providing an additional substantive area in which students are aware of existing local legal rules and issues. (See Program Learning Objectives, "Understand and apply the principles, rules, procedures, and theories of law in a variety of institutional settings."

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the major modifications on other programs (where and as appropriate, the proposal must include statements from the relevant program(s) confirming consultation/support)

No other programs are affected by this change.

d) A summary of any resource implications and how they are being addressed (attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/ additional resources are required a letter from the relevant resource Dean(s)/Principal is required if new resources are required)

Dean Lorne Sossin has agreed to give the Lecture and/or record an on-line lecture. The resource implications include IT support, monitoring of the completion of the requirement by Student Services, ideally through the in-development Degree Audit tool, and periodic updating of the Module Material.

e) The application of any other relevant criteria outlined in Section 3.3 to the proposed changes;

[All of the aspects of Section 3.3, Objectives; Admission Requirements; Structure; and Program Content are either otherwise covered in this Brief, or not relevant.]

f) A summary of how students currently enrolled in the program will be accommodated

This initiative has been designed so that students graduating from Osgoode in 2014 will not be affected by this change and will continue to be governed by existing graduation requirements.

This requirement will apply to students who are started their legal studies in September 2012. These students are aware that new requirements have been created by the LSUC. Students graduating in 2015 can take steps towards fulfilling the requirement in 2014/15 and students graduating in 2016 can take steps towards fulfilling the requirement in

2014/15 or 2015/16. Therefore, these students are in substantially the same position as future students with respect to this requirement.

) A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar

Existing	Proposed [language may be refined]
No comparable rule	<p>3.10 Administrative Law</p> <p>As a condition of graduation, each student shall successfully complete Administrative Law (LAW 2010) or take the not-for-credit "Principles of Administrative Law Lecture" in class or online.</p>

Attachments:

- University Undergraduate Degree Learning Expectations Osgoode Hall Law School
- Program Learning Outcomes: Osgoode Hall Law School

University Undergraduate Degree Learning Expectations Osgoode Hall Law School
September 2008

	The LL.B degree is awarded to students who have demonstrated an ability to:
1. Depth and Breadth of Knowledge	<p>1.1 explain fundamental principles upon which the law as a system is based</p> <p>1.2 explain the foundational areas of law and their sources, including case law and statute law</p> <p>1.3 explain and differentiate amongst a variety of legal processes</p> <p>1.4 identify and describe international and transnational dimensions of law</p> <p>1.5 situate the law and legal institutions within their context, for example the social, economic, political, philosophical, historical, moral or cultural contexts</p> <p>1.6 explain at least one theoretical or interdisciplinary framework that critically evaluates law</p> <p>1.7 articulate the multiplicity of roles and the ethical responsibilities one assumes as a member of the legal profession</p> <p>1.8 identify and explain problems of access to justice, including the gap between formal law and law "in action"</p>
2. Knowledge of methodologies	<p>2.1 use the techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze legal issues</p> <p>2.2 apply research methodologies</p>
3. Application of knowledge	<p>3.1 apply intellectual and practical skills to formulate solutions to legal problems</p> <p>3.2 conduct independent legal research</p> <p>3.3 identify areas of the law in need of reform</p> <p>3.4 identify and address ethical dilemmas in a legal context</p>
4. Communication Skills	<p>4.1 effectively formulate and present legal arguments both orally and in writing in different contexts</p>
5. Awareness of limits of knowledge	<p>5.1 understand the limits to his/her own knowledge and how this might influence his/her analyses and interpretations</p> <p>5.2 be aware of the evolving nature of the law</p>
6. Autonomy and	<p>6.1 identify and address his/her own learning needs in changing</p>

**professional
capacity**

- circumstances and to select an appropriate program of further study
- 6.2 demonstrate behaviour consistent with academic integrity, social responsibility and high professional standards
 - 6.3 show initiative, personal responsibility and accountability in professional contexts
 - 6.4 recognize the importance and value of serving and promoting the public interest

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OSGOODE'S JD PROGRAM LEARNING OUTCOMES

The overarching objective of Osgoode Hall Law School's JD Program is to integrate knowledge, skills and values in the development of reflective legal professionals.

Specific elements of this objective are set out in the following list of key learning outcomes. This list is not exhaustive and will be continuously reviewed and renewed. These learning objectives take us far beyond Osgoode's UUDLEs (University Undergraduate Degree Level Expectations) which reflect the 'baseline' standards that every graduate is able to achieve.

A JD graduate from Osgoode is expected to:

Knowledge

12. Understand and apply the principles, rules, procedures, and theories of law in a variety of institutional settings
13. Analyse and situate the law in its political, social, economic and historical context
14. Understand and apply various approaches to dispute resolution

Skills

15. Conduct legal research at an advanced level in NGO, policy, law firm, or academic settings
16. Integrate knowledge, skills and values; theory and practice; some dimensions of a discipline other than law; international and domestic law; and different cultures, systems and ideas
17. Act in an ethical and professional manner acknowledging the complexities of different perspectives and sensibilities in a global community
18. Analyse legal problems creatively, both individually and in collaborative settings

19. Communicate effectively in written and oral contexts

Values

20. Exhibit an awareness of self in the context of a pluralistic community
21. Critically reflect on their role in society and on the limits of the law, demonstrating the abilities of flexible and adaptive thinking
22. Assume responsibility for serving and promoting social justice and act in the interest of the public good.

Change to Program/Graduate Diploma Academic Requirements Proposal Template

1. Program/Graduate Diploma: Social and Political Thought

2. Effective Session of Proposed Change(s): F/W 2014/15

3. Proposed Change(s) and Rationale

a) A description of the proposed change(s) and rationale, including alignment with academic plans

General Description: For Ph.D. students in Social and Political Thought Program there will be an addition of 6.0 credits through a mandatory seminar course entitled Social and Political Thought: Theories, Approaches, and Methods. This will result in a change to the overall number of credits required, from 24 to 30 credits in Option 1, and 18 to 24 credits in Option 2.

Rationale: The Graduate Program in Social and Political Thought has for many years discussed the importance of developing a “core” course for its Ph.D. students to (1) facilitate a sense of a cohort in the program, (2) ensure that all students have access to information on professional and program requirements and issues, and (3) expose students who might have very focused areas of study to a wide range of theories and issues in the field of Social and Political Thought without interfering in their unique plans of study and opportunities within the program.

This change to the program was recommended by the Social and Political thought Curriculum committee and the Executive Committee of the program. It was also recommended in the last program review.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The change to the Ph.D. program in *Social and Political Thought* will be the addition of 6 credits in a mandatory first year course Social and Political Thought: Theories, Approaches, and Methods.

The learning outcomes of the course are:

1. Familiarize students with a broad range of historical and contemporary theories within Social and Political Thought (e.g. Marxism, Post-Colonial Theory, Feminism, Continental Philosophy, etc.)
2. Familiarize students with a range of research methods appropriate to research in Social and Political Thought.
3. Familiarize students with a range of approaches to issues within Social and Political Thought, through a range of specialist guest speakers and alumni.
4. Familiarize students with career and professional options for graduates of SPT.

The course will provide an entry into the study of the diverse field of Social and Political Thought, as well as help develop core competency in the tools required to flourish professionally.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

There will be no impact on other programs as this course is restricted to Social and Political Thought students.

d) A summary of any resource implications and how they are being addressed.

There are no resource implications as this course will be normally be taught by the program director.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

Existing Ph.D. students will not be required to take this course, only incoming Ph.D. students will be required to take it. Should existing students wish to take the course, permission may be mounted by the director.

4. Calendar Copy

Existing Program/Graduate Diploma Information (change from) – There are two options for the Ph.D. under the “degree requirements” section of the calendar copy. They will change as follows:	Proposed Program/Graduate Diploma Information (changes in bold) –
<p style="text-align: center;">Option 1</p> <p>The equivalent of 24 credits (or 4 full graduate courses), of which at least 12 credits (2 full courses) must be SPTH courses, and of which only one (1) per year may be a reading course (SPTH 6001.06 or 6001.03).</p>	<p style="text-align: center;">Option 1</p> <p>The equivalent of 30 credits (or 5 full graduate courses), as follows:</p> <ol style="list-style-type: none">SPTH 6104 Social and Political Thought: Theories, Approaches, and Methods, which must be completed in the first yearAn additional 24 credits, including 12 credits (2 full courses) which must be SPTH courses, and of which only one (1) per year may be a reading course (SPTH 6001.06 or 6001.03).
<p style="text-align: center;">Option 2</p> <p>The equivalent of 18 credits (or 3 full graduate courses), of which at least 12 credits (or 2 full courses) must be SPTH courses, and of which only one (1) may be a reading course (SPTH 6001.06 or 6001.03). Upon completion of the course work the student writes a PhD Major Research Paper</p>	<p style="text-align: center;">Option 2</p> <p>The equivalent of 24 credits (or 4 full graduate courses), as follows:</p> <ol style="list-style-type: none">SPTH 6104 Social and Political Thought: Theories, Approaches, and Methods, which must be completed in the first yearAn additional 18 credits, including 12 credits (2 full courses) which must be SPTH courses, and of which only one (1) per year may be a reading course (SPTH 6001.06 or 6001.03).PhD Major Research Paper (MRP)



ACADEMIC POLICY, PLANNING & RESEARCH COMMITTEE

Report to Senate
at its meeting of May 22, 2014

FOR INFORMATION

1. **Overview of Academic Planning in 2014**

The Committee has completed this year's planning discussions with the Deans, Principal and University Librarian. An overview is appended to this report. Senators may wish to take special note of the recommendation regarding an academic planning forum. Planning forums are a prominent part of the annual planning agenda. For reasons described in the report, no forum will be held this spring, the usual time when such events are held. Subject to further deliberations in the autumn, the Committee believes that it would be appropriate to hold a forum which focuses on the report of the AAPR Academic Task Force. The Committee plans to seek Senate's input into its consideration into the timing of consultations on the next iteration of the University Academic Plan.

The Provost will also have remarks on the state of academic planning at the meeting.

Documentation is attached as Appendix A (APPRC overview and submissions by planners).

2. **Transfer of Academic Responsibility for Certain Programs from Graduate Studies to Liberal Arts and Professional Studies**

Following its approval by the Faculty of Graduate Studies Council, and prior to action by the Council of Liberal Arts and Professional Studies, the Committee reviewed a proposal to transfer the administration of the certain programs currently administratively housed in the Faculty of Graduate Studies (FGS) to departments in the Faculty of Liberal and Professional Studies (LA&PS):

- a) Communication and Culture (to the Department of Communication Studies, LA&PS)
- b) Interdisciplinary Studies (to the Department of Humanities, LA&PS)
- c) Social and Political Thought (to the Department of Social Sciences LA&PS)

The effective date for the transition is May 1, 2014. New administrative arrangements have no academic impact on the programs, but APPRC was pleased to record its view that the transfers are consistent with the strategic and organizational plans of the Faculty of Graduate Studies.

Documentation is attached as Appendix B.

3. **Review of APPR Academic Scoring Rubric**

APPRC had an opportunity to review the AAPR Academic Scoring Rubric which complements the Program Information Form at the Committee's meeting of May 8. Feedback was provided at the meeting and members were also invited to comment following the meeting. The Academic Scoring Rubric was posted on the AAPR Website.

<http://vpap.info.yorku.ca/aap/>

The Committee reminds Senators that they may submit questions about AAPR directly to the Committee via its Secretary or copy APPRC on communications sent to the AAPR Steering Committee.

4. Annual Reports of Sub-Committees Reporting to Senate through APPRC

The Committee has received the latest annual reports of the three research-related Sub-Committees that are supported by the Office of the Vice-President Research and Innovation and report to Senate through APPRC.

Documentation is attached as Appendices C-E.

Paul Axelrod, Chair

Academic Policy, Planning and Research Report to Senate on Academic Planning in 2014

From February to April APPRC met with the Deans, Principal and University Librarian for a series of encounters that are a prominent part of the annual planning cycle. This document provides a summary, organized to some extent around sections of the *University Academic Plan 2010-2015*, of the documents presented and subsequent discussions. APPRC also identifies specific actions that the Committee will undertake or that it recommends of others.

Focus of Planning Discussions

For the second consecutive year, planners were asked to share their Integrated Resource Plans – shortened to focus on academic areas – in preparing for this round of planning encounters. The documents provided APPRC with a sense of how Faculty plans relate to the UAP and opened a wider window on specific planning priorities and implementation steps. The Deans, Principal and University Librarian were asked to

Identify for us the key planning challenges you and your colleagues face and the approaches that are being taken. We would also be grateful if you would highlight specific accomplishments with regard to UAP goals. It may helpful to know that members of APPRC are particularly interested in the themes of quality (as always) and reputation

APPRC also invited respondents to identify impediments to fulfilling objectives and to suggest assistance the Committee and Senate can provide in support of Faculty and YUL planners. The Committee is extremely grateful to the Deans, Principal and University Librarian for their submissions (which are compiled as Appendix A) and contributions to discussions.

Contexts

In launching this round of discussions, the Committee pointed to significant contexts. Internally, the Academic and Administrative Program Review constitutes a major undertaking in challenging times. Looking outward, the Strategic Mandate Agreement process has concluded after a considerable investment of time and energy. York and other universities are dealing with changes arising from budgetary pressures, public policy shifts, erosion of university autonomy, the public's evolved understanding of postsecondary education, weak employment prospects for many graduates, new instructional technologies and social communications, pre-university preparation of entering classes, and research funding vicissitudes. The prospect of a new campus in York Region is on the minds of many planners, as is the development of joint programs with Seneca and other institutions. Virtually all respondents cited increased competition as a major environmental factor.

A number of themes emerged over the course of discussions. A lack of resources to renew the complement and heightened competition with other universities were referenced in many submissions. With yearly budget cuts extending out over the short term, resource dilemmas will not be easily resolved. AAPR and the new SHARP budget model (respondents are receptive to these exercises) are likely to have a profound effect on academic planning going forward.

Universities are, of course, rich repositories of expertise and experience when it comes to planning. Dean Horváth advised that Faculty planners should look inwardly and outwardly to

understand how they are driving fields, scanning for curriculum and research areas that may be budding, and where – at the local level and on a global scale – constructive partnerships may be waiting. Dean Sturgeon’s submission on behalf of Environmental Studies spoke of the empowering nature of evidence-based planning and noted that “[t]he fact that the AAPR is university wide will also enable us to put some of our challenges in context, learn from other Faculties, and to understand how FES can interface more effectively with other Faculties.” Challenges can be overcome in many ways. To many of our respondents, cooperation should not be overlooked, and examples offered included unique program configuration, coordination of student pathways, and collaborative research arrangements. The discussion with University Librarian Archer yielded the fruitful idea that inter-library cooperation in the province could be a model for some forms of inter-Faculty engagement. When Principal McRoberts visited we shared views on the synergies between Keele and Glendon while mindful of the emphasis he laid on “Glendon’s ability to achieve [its expanded role as a hub for French-language instruction and research in a bilingual mode] is its uniqueness.” Dean Kozinski argued that a more sophisticated collaborative approach would reinforce interdisciplinarity, build bridges to the thematic aspirations of the SRP, and accommodate the increasingly and laudably eclectic interests of students.

Faculties identified an assortment of factors specific to them that impact on their planning outlook, among them the following:

- restructuring of undergraduate education and certification in Ontario (Education)
- the impact of digitization on access to scholarly works and curriculum (Libraries, AMPD)
- changes in the regulatory climate for business which creates opportunities for new curriculum and career pathways (Schulich)
- the global outlook and mobility of students, especially at the graduate level (FGS)
- the need to transform a vision into action (Health)
- implementation of the remaining stages of planned curriculum development and program expansion (Lassonde)
- transitioning to new Faculty leadership and a hoped-for period of stability (Science)

Spanning the University are resource constraints that are impeding faculty renewal and infrastructure needs – renovations and upgrades, deferred maintenance, re-purposing spaces and adding new facilities (all of which may be ameliorated by a new campus).

In general, it is a volatile planning environment, one that requires serious attention to plans and planning, and, at the same time, calls for increased co-operation, support, innovation, and focus. Strategic enrolment management was explicitly cited by Health as its highest priority, and it should be for all Faculties.

Research Intensification Initiatives and Indications¹

¹ UAP goals begin with intensifying and widening the research culture at all levels of the University and investing in more research infrastructure and also include:

- building research capacity by leveraging our research strengths across the university and through strategic collaboration with external partners worldwide
- developing an evidence-based culture of evaluating and comparing York’s research successes against international best practices and disciplinary norms
- intensifying research through integrated, strategic Faculty planning
- generating more opportunities for graduate students to fully participate in research
- providing expanded post-doctoral opportunities at York
- communicating and celebrating our research success and thereby building York’s reputation

Research was paramount in the UAP 2005-2010 and remains a core objective. With Senate's approval of the Strategic Research Plan in 2013, the goal of research intensification has taken on a more concrete cast. All Faculties can and did document outstanding accomplishments by individuals and groups. It was not always apparent from the submissions what measures have spelled the difference, in what ways research cultures have changed, how Faculties and constituent units are faring again benchmark and competitors, and what further actions would be useful to them. Schulich provided data that helpfully tracked the School's success rates in competitions and changes over time in participation rates and funding successes (summoning the indicators that are so common in rankings of business schools; LA&PS also made effective linkages to rankings). We also learned that

- AMPD has three new CRCs and the Sensorium ORU, and is actively developing research partnerships
- Health is promoting game-changing research that spans knowledge generation, knowledge mobilization and knowledge commercialization
- LA&PS has expanded its research release program
- Lassonde has adopted a charter of research principles – Energy, Space, People, Environment: Research Actions for a New Society
- Education is rated the third most research-intensive Faculty of Education

Home to one of the largest graduate schools in the country, York prioritizes student research as well. FES cited a number of individual accomplishments. Osgoode reports that it is committed to ensuring that every student in the JD program is provided with meaningful research opportunities. We must continue to provide graduate students – and undergraduates – with meaningful opportunities to conduct research.

Teaching and Learning Initiatives and Accomplishments²

- providing the support needed for the Libraries to fulfill their mandates in support of teaching, learning and research in the context of evolving technology and with the goal of information literacy and
- providing a culture of support for research across the university, in the relevant non-academic administrative units.

² The UAP objectives in this domain are

- Expanding experiential learning opportunities available to students at all levels (including co-op, internships, community-based learning, problem-based learning, etc.)
- supporting innovative and flexible curriculum delivery through online and hybrid courses, as well as other elements of technology enhanced learning
- recognizing and supporting innovation in teaching and learning, and providing support and recognition for instructors – full-time faculty members, contract faculty members, and teaching assistants
- affirming and expanding of our leadership in curriculum delivery modes, including day, evening, weekend and online learning for graduate and undergraduate, full-time and part-time, traditional and non-traditional students, as keys to enhancing the student experience and supporting our commitment to access to post-secondary education
- recruiting top-flight secondary school graduates and non-traditional students with high academic potential
- increasing opportunities for students to have international experiences as part of their academic programs and
- fostering lifelong learning through expansion and enhanced coordination of continuing and professional education programming

Fundamentally, teaching and learning are inseparable from research, but the UAP maps ways in which classroom methods and the increasing array of technologies, especially experiential, technology enhanced and blended learning modes, can impart advantages. A number of respondents pointed to innovations that were piloted through the Academic Innovation Fund (AIF) grants. Many of these projects are scalable throughout the University and the knowledge gained has already started to be shared through the Teaching and Learning celebrations.

Adapting to changing interests and embracing new fields has proven beneficial to curriculum planners. One approach involves carrying out an ongoing assessment of knowledge gaps or opportunities to diversify, and encouraging colleagues to develop related curriculum. Readers of this report are urged to review the submissions for myriad examples of creative advances.

APPRC learned last year of real concerns that degree requirements are too complex or insufficiently coordinated with the consequence that students may make erroneous course choices and mobility is impeded. It is heartening to know that Academic Standards, Curriculum and Pedagogy has identified this matter as one likely to appear on its list of priorities for 2014-2015.

Student Experience Initiatives and Accomplishments³

Student success is an overarching theme of the UAP, and the student experience enjoys a special pride of place in the document. The first constituent objective turns on “enhancing the quality and level of preparation of the incoming class.” Overall, an increase in the minimum average GPA of entering secondary school students in keeping with incremental improvement elaborated upon the Provostial White Paper has not yet occurred. The challenge is not universal, but its impact is felt throughout the University. AMPD is down by 100 majors since 2011, and there has been a drop in the GPA cutoff. LA&PS has also seen declines in domestic enrolments, not least among non-traditional students. FGS has not met government-funded Reaching Higher targets, and the SMA’s allocation of graduate places is less than hoped.

Faculties and the Libraries have launched numerous initiatives related to the student experience, and it is hoped that the best of these will be studied and emulated elsewhere. We want our students to succeed in their studies, but also be exposed to the richness of university life through co-curricular activities. We seek to graduate well-rounded citizen-scholars – and employers prize this attribute.

³ UAP goals:

- enhancing the quality and level of preparation of the incoming class
- enhancing the first year experience by fostering students’ transition to the university and their engagement with each other and with faculty, with their studies, and with their community
- improving advising for students at every stage of their studies
- creating communities (both in person and virtual) within and beyond the University
- enhancing opportunities for students’ involvement in research projects, particularly at the graduate level
- increasing the time spent by students in small group settings with full-time faculty members, including retaining the format of small graduate seminar classes
- coordinating student service functions carried out by different elements of the University
- supporting student communities
- Expanding and improving space for student activities.

Planners have reviewed their advising strategies and methods and it is expected that PRASE will yield helpful advice in this regard. A key goal is to determine the right balance among University, Faculty, and program advising (AMPD, like Lassonde, has instituted a “single-source” office for students; it is often easier for smaller Faculties to consolidate but there may be scalable lessons for larger ones out of their experiences). A new program called YU Start is beginning to roll out, and there are efforts to identify students at risk as soon as possible. The Faculty of Education has instituted exit polls to gauge student satisfaction with their appointments. It was suggested that advising would be complemented by degree requirements that are less complex and elastic (see preceding section).

Building Community and Extending our Global Reach / Internationalization

Internationalization is not set apart UAP, but the document situates York in a global context and declares it will be “a more international University in outlook, reach, reputation, and impact” over the next five years. Goals includes increasing the proportion of international students to enrich and diversify the University and its programs, developing a global reach in research, creating curriculum that is global in nature even when set in Canada (or India in the case of Schulich campus), and fostering collaborations with institutions elsewhere in the world. There is vigorous competition around the world for international students as a source of revenue but also in the furtherance of academic goals, which should be our main sensitivity. Once again APPRC heard from planners that internationalization must be intrinsic to planning, and that we should showcase international research and teaching projects.

Faculties have embraced internationalization in diverse ways:

- Health has a new degree in Global Health and weaves global-spanning activities into its mission
- Schulich’s footprint extends to more than a hundred countries, exchanges and alliances with business schools in multiple countries, and a Global Management program that embodies the spirit of internationalization
- the facilities at Las Nubes are being expanded, and Environmental Studies is working with Health on a partnership in Costa Rica
- AMPD is third in the number of student exchanges at York, and has expanded its array of university partners in the past two years
- Glendon has been a hub for the Francophone community of the GTA, and will burnish this role as it takes advantage of new funding to become even more decisively the pivot for French-language university instruction in southern Ontario
- the share of the international student body in LA&P has doubled to 10 per cent since 2009

Closer to home, Faculties are involved in myriad outreach programs:

- Fine Arts sponsors an intensive summer programs, the JazzMobilie and collaboration with Canadian Stage
- Health is developing the York Health Academic Network with hospitals, clinics, and community health centres in York Region, and is looking at the possibility of placing students in a new settings such as pharmacies
- Osgoode engages with communities through the curriculum (the Osgoode Public Interest Requirements involves assistance for students at risk and other pro bono activities)

- in its early days, Lassonde has spawned a network of partners in the cause of research and experiential education

Curriculum Innovations, Strengthening Interdisciplinarity and Comprehensiveness⁴

Expansion of Engineering has helped us move toward the comprehensive university claimed by the UAP. The document also notes that “The groundwork has been laid for the eventual creation of a distinctive medical school at York.” Government funding constraints have delayed the advancement of this project but the University remains interested. York must remain ready to act when and if the opportunity arises. We heard from Science and Health that a medical school can be accommodated with distinctive aspects that might, for example, emphasize an alliance between health promotion and treatment.

In the face of its special challenges, Education is looking to diversify its curriculum through a BA program in Educational Studies and a professional Master’s degree. Glendon, seeking to capitalize on an enrichment of funding for French-language post-secondary education in the province, is moving beyond traditional Liberal Arts disciplines to provide for a fuller range of options open to Francophones, Francophiles, and Anglophones interested in pursuing a bilingual education.

APPRC learned that planners in a number of Faculties are contemplating degree programs that cut across, fuse, or transform disciplines. AMPD and Lassonde are especially interested in creative combinations, but they are not alone. Osgoode has an artist-in-residence and Dean Sossin thoughtfully reminded us that “the campus is a canvass” that we can use to welcome the world. These programs build on a cherished tradition of interdisciplinarity. Conversely, the Committee was challenged to think about interdisciplinarity *qua* identity. We have long used the term to demark a differentiating approach to the curriculum and research. Dean Singer asked if it was now time to replace this shibboleth since the concept has become commonplace at other universities. Although interdisciplinarity is not as prominent in current branding as it once was, it continues to excite and unite scholars. The Committee would be interested in hearing from Senators on this matter.

Reputations and Identities

-
- ⁴ managing enrolments to ensure that overall and Faculty-specific targets are met while focusing attention on high quality
 - preserving and building on core strengths
 - making the ongoing adjustments necessitated by changes in student preparation and experiences
 - monitoring system and government developments carefully and adjusting targets upwards *if* there are sufficient resources, financial, human and physical, for doing so and if we conclude that such increases are consistent with academic objectives
 - supporting the development of a more comprehensive university through diversification of enrolments
 - paving the way to an expanded Engineering program (and areas such as health, business, applied, and professional programs) consistent with York’s traditional emphasis on disciplinary richness, collaboration and transformation
 - improving seamless education through transfer credit and bridging programs for students applying to York from college, internationally educated students seeking Canadian credentials, and mature students
 - improving support for students in need of additional support, and students for whom English and French are second languages and
 - Improving accessibility and supports for students with disabilities

Together with student success and student success and engagement and outreach, quality is one of the overarching themes of the UAP. It is also stressed in the Provostial White Paper (where five chapter headings begin with the phrase “Promoting Quality in...”).⁵

Quality and reputation are inextricably bound. In a report on planning in 2013, APPRC observed that that “our Faculties have important stories to tell, and are striving to build their identities and reputations at a time when budgetary challenges complicate academic planning.”⁶ As we know, York does not always get the credit it deserves, and its impressive standing in the world of scholarship is sometimes obscured. We must take every opportunity to trumpet our successes. Faculties and programs should not be shy about their standing, and the University should not be inhibited about leveraging the reputations of individual faculty members and programs for the greater good.

It is hoped and expected that York’s distinctiveness will be sustained by the Strategic Mandate Agreement, but it must also be preserved and projected according to our own precepts. Environmental Studies felt that a positive differentiation of the University inheres in “foregrounding its unusual (but underappreciated) capacity to address environmental questions in concert with social justice, interdisciplinarity, engagement, student experience and research excellence.” Balancing discrete Faculty images with the University’s need to assert its own identity can be difficult. As Glendon noted, “York’s communication strategy does not always leave space for” its own particularity. At the level of practice, AMP&D is enhancing its presence in online communities. Other Faculties are doing the same. Dean Crow reminded the Committee that prospective graduate students have an active online presence, and we need to ensure that they can glean the information about programs and faculty members they need to make their decisions.

Graduate Studies

Graduate studies was identified as a priority for APPRC this year, and the Committee held a long and fruitful discussion with Dean Crow during the planning sessions. There has been movement in the direction of devolving more responsibility to Faculties and departments for graduate instruction, a phenomenon that APPRC welcomes. FGS will continue to have a positive role in the future of graduate education but programs will have greater autonomy. Because York aspires to be ever-more research intensive and to expand its graduate enrolments, it is incumbent upon those responsible for academic planning at the local level to address graduate needs in terms of hiring and curriculum delivery, and to ensure that students are properly supported in the day-to-day activities of faculty members and staff. Competitiveness is of vital importance to graduate programs, and APPRC will take an ongoing special interest in efforts to make graduate studies more attractive to students and to meet targets.

Dean Crow identified numerous priorities, among them:

- recognize program strengths

⁵ Quality is described in these terms: “A key indicator and determinant of academic quality is York’s ability to attract and retain the highest quality faculty, graduate and undergraduate students and staff. This requires attention to improvement of institutional reputations, selectivity in admissions, success in competitions for research funding, sustained funding for graduate students, and pedagogic innovation. A focus on quality calls on all members of the University to develop a capacity for rigorous self-criticism and to search constantly for new and higher levels of achievement.”

⁶ APPRC, Report to Senate, February 2013.

- adopt best practices
- improve graduate student experience
- serve international students, increase exchanges
- extend post-graduate diplomas
- lower time-to-completion averages
- deal decisively with structural issues and complete transition
- implement global vision of Health / health (including curriculum)
- community engagement and partnerships with schools, pharmacies etc.
- improve student/faculty ratio

It is appropriate for a Faculty of such importance to York's overall objectives to have a robust strategic outlook. Executing the plan is critically important, and APPRC calls upon the university committee to work assiduously to ensure that implementation is successful.

Assisting Planners⁷

Many of the actions and recommendations identified above reflect suggestions from planners about how the Committee and Senate can assist them. Last year the Committee pointed to a set of core needs.⁸ It was hoped then as it is now that the Academic and Administrative Program Review as well as the new SHARP budget model will illuminate issues and pave the way for successful resolution. This year, APPRC heard from Faculties that they would be aided by measures such as these:

- a more flexible approach to human resources that would permit the rapid deployment of resources when and where needed
- University planning – including the UAP – that is respect Faculty diversity
- building on York's social justice imperative
- encouraging faculty members to participate in governance, one example being surveys those canvassing Library resource needs

⁷ The UAP section on “promoting effective governance” includes these objectives.

- a reinvigoration of the commitment to and participation in collegial governance
- improved processes in support of academic planning that streamline without undermining collegial governance
- effective, responsive academic administration
- more sophisticated means of assessing ongoing and proposed academic activities
- continuing attention to academic programs and unit structures so as to achieve a structural array that is appropriate to York's overall mission and to the objectives set out in this plan
- coordination of graduate/undergraduate planning around curriculum, enrolments, and deployment of resources and
- strategic planning modalities that promote and permit “tough choice” decisions that are fact-based and otherwise informed
- transparency in decision-making where appropriate

⁸ Suggestions in 2013 included:

- critique and provide timely feedback for proposals and plans
- help expedite the consideration of proposals
- restore York's leadership in transfer credit and cooperation with Colleges of Applied Arts and Technology
- support Open Source initiatives and help promote awareness of the range of services and activities of YUL

- make data accessible, timely and reliable
- sharing and learning from approaches to enhancing the student experience that have resonated with students themselves
- increasing financial support for international students and the resources necessary to ensure their success
- improving funding for graduate students
- promoting synergies between programs on the Keele and Glendon campuses
- being proactive in positioning York as a major graduate institution, research-intensive, and impactful
- paving the way for innovative degree combinations, including those that link across Faculties
- reaching out to geographically adjacent communities and demonstrating how applied research can make change and how University's resources can be enlisted
- establishing a presence downtown as well as in York Region

The planning dynamic at York has centrifugal and centripetal forces that must be properly aligned. We appreciated the thoughts of Dean Brixey in this regard when he discussed how his Faculty, now embarking on a collegially-driven re-visioning, understands intertwining fates: "We need the support, wisdom, and courage of the campus as our trajectory both draws upon but also propels our common fate." We also received wise counsel from Dean Skinner who said, when it comes to planning, the trick is to "focus and finish."

Recommendations

"Whether it is in curriculum, or in student engagement, or any area of initiative, the University should aim to be bold. Blandness and conventionality are not our allies." So advised Dean Singer in his submission. APPRC agrees. With so many initiatives underway internally, and pressures impinging on us from the outside, it may feel like the time is not ripe for acts of boldness. Yet it is imperative to seize opportunities and to take command of situations rather than let them disrupt or distort our plans. Senators will see in the documents produced by the Faculties a continued willingness to strive for innovation. Dean Owston exemplified this when he indicated that the Faculty of Education would be interested in exploring the optimal organizational structure for advancing our academic programs after the AAPR process is completed. Dean Skinner responded to a question about possibilities by noting that there are so many opportunities for positive change that we need to be astute and selective. York is, as Dean Brixey observed to us, beyond its formative fifty years, and should now be looking toward the rest of the century and beyond.

We conclude with these recommendations, and commitments:

The highest priority must be assigned to meeting enrolment targets and making progress toward raising entering-class GPA goals as set out in the Provostial White Paper. Our success depends on our continuing efforts to enhance the quality of the student learning experience.

Research objectives in the UAP and SRP must be kept in sight in all planning activities.

Our identities and reputations require urgent attention at all levels. Interdisciplinarity is in our DNA, but may no longer be the most constructive way of broadcasting our makeup and mission. Campaigns of various kinds (recruitment, fundraising and the like) should emphasize York strengths and showcase specific Faculties / programs as examples of York's greatness.

Rebuilding reputation, arguably, is York's most important immediate challenge. Every effort should be made to enhance, sustain, and creatively profile all activities and initiatives – academic, co-curricular, and administrative – which serve this goal. The quality of teaching and learning, opportunities for new research, the cultivation of innovative community partnerships and the university's long-term financial viability depend on enriching and preserving York's image and standing.

The University and Faculties should highlight research and teaching activities abroad, and create a stronger online presence for international partnerships and curriculum.

The University must continue to prepare for the possibility of a medical school that is distinctive and consistent with the University's values.

Faculties and programs should be alert to best practices and opportunities for cooperation (which should be built into regular meetings of planners and prioritized at intervals) while seeking ways to keep the curriculum relevant and focused.

The University Librarian should, as a matter of course, be invited to report to Senate on major initiatives each autumn under the auspices of APPRC.

Upon reflection, APPRC's own questions for planners should be framed in ways that permit comparisons and time series evaluations, provide respondents with clear guidance, and ultimately engage Senators.

The University Academic Plan 2010-2015 was approved by Senate in the spring of 2011 (the stage-setting Provostial White Paper was approved the year before). Some respondents were asked if drafting the next iteration of the UAP should be prepared on schedule or await the conclusion of the AAPR exercise. Answers about timing were mixed. This should be a matter for APPRC to seek Senate's guidance about in the autumn.

APPR has not scheduled a planning forum for this year given that so many planners are involved in the AAPR process. Subject to further consideration and advice from its Technical Sub-Committee, APPRC believes that it would be appropriate to sponsor an open forum following the release of AAPR Academic Task Force report in the autumn, with the focus on its findings and implications.



Memo

To: Paul Axelrod, Chair, Academic Policy, Planning and Research Committee

From: Ron Owston, Dean *RO*

Date: February 19, 2014

Subject: **Response to annual call for planning matters**

In this response to APPRC's annual call for Faculty-specific planning matters, I would like to outline some indicators of the Faculty's academic quality and reputation. Following this I will describe planning challenges facing the Faculty and how we intend to address those challenges. I will take up your offer to provide mainly bullet points which I would be pleased to elaborate on when I meet with the Committee.

Indicators of Program Quality and Reputation

- Consecutive applications completed by February 17th – 2714 for 550 spaces. (Choices on the Teacher Education Application Services, TEAS applications: 1st choice – 1195, 2nd choice 1177, 3rd choice 402.)
- Pre-University Direct Entry Concurrent – 2084 applications/1797 applicants Concurrent for 200 spaces.
- Applications to the Consecutive program are up 2.2% whereas our main competitor, University of Toronto, are down 8%.
- Our practicum requirement is approximately 90 days which exceeds even the new 80 day Ministry of Education requirement for the extended two year BEd.
- We have a dedicated program for French as second language/immersion teachers at Glendon, the only one of its kind in the province; a unique Technology Education program in conjunction with Seneca and two other CAATs; and an innovative Early Childhood program with Ryerson University.
- Our off-campus sites bring teacher education to the communities where students might work e.g., Regent Park, Peel district, Catholic Education Centre, and Barrie (Aboriginal focus).
- Preservice Access Program for underrepresented groups accepted 239 students this year.
- We offer the widest selection of Additional Qualification in-service courses for teachers in the province and are maintaining enrolments despite a very competitive and slightly declining market.

- Our international programs attract students, teachers, and school administrators from Europe and China to come to the Faculty for professional development and to become acquainted with the Ontario school system.
- Our graduate program is one of the largest in FGS with about 280 MEd/PhD students and it enjoys a strong national/international reputation. This year there are 57 domestic doctoral applicants and 13 VISA applicants for 18 and 1 spaces respectively (MEd application ratio not available at time of writing).
- Our graduate students have a strong track record for receiving OCGS and SSHRC scholarships.

Indicators of Faculty Member Quality

- 50 FT tenure/tenure stream, 19 FT seconded school teachers
- 3 members are Royal Society fellows (Britzman, Dunlop, James)
- 3 University Professors (Dippo, Owston, Shapson)
- 1 Distinguished Research Professor (Britzman)
- Professor Carl James is holder of the prestigious Harry Jerome Award and an honorary degree recipient
- We are the process of hiring our first Canada Research Chair Tier I
- Average SSHRC funding per faculty member: 2009-10 (2nd in Canada compared to other Faculties of Education, just behind Université de Montréal), 2010-11 (2nd to Queens), 2011-12 (8th)
- SSHRC total funding 2011 to date - \$3.6 million to principal investigators; \$11.1 million to co-investigators
- Non-SSHRC total funding (e.g., CIDA, HRSDC, CISCO Systems, Ford Foundation, etc) to 2011 to date - \$873,000 to principal investigators; \$4.5 million to co-investigators

Undergraduate Student Advising

Student advising was a concern of APPRC last year and I am pleased to report that we continue to have an exemplary advising program.

- We have three mandatory advising sessions per year: the first one introduces students to the program; the second deals with any issues that may have arisen during the year, and the third deals with professionalism as students head out to schools for their practicum experience. Students can get an advising appointment often the same week as the request or the following week at the latest, and student appeals are normally handled in two weeks.
- We have instituted exit polls which show high student satisfaction e.g., 85% of students strongly agreed that they were given enough time during their appointment and 98% said that all of their questions were answered.

Challenges Facing the Faculty of Education

Against this backdrop the Faculty is facing some of the most significant challenges over the next several years that it has ever had to confront. These include:

- In May 2013 the Ministry of Training, Colleges, and Universities announced that teacher education preservice (BEd) programs must move from a two semester program to four semesters (2 years) beginning 2015-16. This is necessitating major modifications of our curriculum in a very short timeframe to meet these new

requirements, which is significantly challenging faculty and staff to meet this date. We are anticipating that the revised curriculum will be presented to Senate in May or June.

- In 2015-16 the Faculty's intake will be halved from our normal 1116 FTEs to 558 FTEs. This will be to allow our steady state of 1116 FTEs to be maintained for a two year program starting from 2016-17 onwards with annual intakes of 558 FTEs.
- Starting in 2015-16 MTCU grants will be reduced by 33% going forward which translates into a \$3 million annual reduction. The reduction will double to approximately \$6 million in 2015-16 because the Faculty will have only 558 FTEs. MTCU is providing a \$3 million transition fund to offset the decreased grants which is to be spent on costs associated with mounting the new program; at the same time there will a loss of about \$3 million in tuition which effectively cancels out the transition grant leaving the University with a \$6 million revenue loss in 2015-16. In 2016-17 when the Faculty returns to full enrolment we will continue with a \$3 million reduction over what the University currently receives. Efforts are underway to get MTCU to provide assistance with tuition loss and we are negotiating a modest increase in FTEs in 2015-16.
- Students already enrolled in the Concurrent Education program will continue to flow through until 2018-19, which will require the Faculty to run this program at the same time as the new Concurrent and Consecutive programs.
- The medium term outlook for teaching jobs currently is not robust as the province is facing an oversupply of teachers. Nevertheless, the supply and demand for teaching jobs is notoriously cyclical and unpredictable so it is prudent for the Faculty to continue with current intakes. However, the number of applications to the Consecutive program, in particular, may drop as applicants could turn away from entering a two-year program when job prospects are not strong. Concurrent applications are likely to stay strong as younger students intent on becoming teachers will be less likely discouraged by the current level of job openings.
- The Faculty could experience a decrease in the number of applicants to our MEd program who enter directly from our BEd program: they will have already spent two years in the BEd and may be less willing to spend another two years to get a master's.

Measures Being Taken to Mitigate Challenges

In order to offset the effects of the above challenges, the Faculty has embarked on a strategy of program diversification to make us less dependent on teacher education. We have two new programs under development¹. Both of which are referenced in York's Draft Strategic Mandate Agreement.

- *BA program in Educational Studies*. This program will prepare students academically and professionally for a broad range of non-school educational careers. Careers may include, but are not limited to, adult educators, corporate training and organizational development professionals, youth advocates, children/youth municipal services providers, program coordinators/senior managers of youth-serving organizations, and workers in cultural and community organizations and non-governmental organizations. Unlike the BEd program it will not lead to certification by the Ontario

¹ The program descriptions were accurate at the time of writing and are subject to change. An update will be given during the APPRC presentation.

College of Teachers. It is anticipated that graduates of the BA in Educational Studies would have, at minimum, the following skill set: knowledge of learning theories and their relationship to forms of education; strategies for conducting group work, developing learning communities and fostering creativity; knowledge of how to create curriculum; strategies for providing education to multilingual and multicultural populations; knowledge of the processes that can be used to assess learning outcomes; knowledge of the general purposes of education and the influence of context on education; and use of digital technology for teaching and learning. The program will have an experiential requirement—the Experience, Inquire, Contribute (EIC) component—that situates studies in real world contexts and asks students to engage in increasingly more complex levels of engagement in the real world context. The program will allow for a major in educational studies or a minor in educational studies for a student in another program at York. It will also have multiple paths of entry for college students e.g., upon completion of a two or three year college diploma and jointly with a college degree. There will also be a certificate in Educational Studies for those with a diploma from the college system.

- *Professional Master's degree.* This proposed graduate program is aimed at practicing professionals or those seeking a graduate qualification in one of four (tentative) areas of study: (1) program design, implementation and evaluation, (2) leadership and policy, (3) community engagement and innovation, and (4) education and digital cultures. It is designed to complement our existing research-based MEd to provide a range of choices for graduate study and will appeal not only to practicing educators, but also those in community, health care, social, and human services sectors. The four semester program is grounded in experiential learning and it will provide maximum flexibility for those who are employed. Students will enter the program as a cohort in an intensive on campus Summer session. This will be followed by online studies during Fall and Winter. It will conclude with another intensive Summer session. The F/W portion of the program will include two experience-based inquiries that participants will be able to design around a relevant job-related issue. A degree designation has not been decided upon but possible options are Master of Professional Study or Master of Professional Practice.

Beyond the addition of these two programs to our Faculty, we are interested in exploring if there other programs at York that may wish to come under the aegis of the Faculty of Education after the APPR process is completed. It is not uncommon for colleges of education in the U.S. to have multiple departments. For example, University of Minnesota has a College of Education and Human Development comprised of several typical education departments such as curriculum and instruction, plus departments of kinesiology and social work. To cite another example, Columbia University Teacher's College has, in addition to the traditional education departments, those such as Arts and Humanities (which includes programs such as applied linguistics, arts administration, and history and education), Conflict Resolution, Education Policy Studies, Family and Community Education, Interdisciplinary Studies in Education, Law and Educational Institutions, and Urban Education. Thus we see a diversification of the Faculty's offerings as a way of establishing a more secure foundation so that we are not as dependent on the vagaries of the teaching job market.



To: Senate APPRC c/o Robert Everett, Secretary

From: Noël Sturgeon, Dean

A handwritten signature in blue ink, appearing to read "Noël Sturgeon".

Date: March 24, 2014

Subject: Annual Planning Discussion

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I appreciate the opportunity to respond to your thoughtful summary of the internal and external contexts for planning at York University. I have been deeply involved in the various processes you mention, particular as regards the Academic and Administrative Program Review, and I have been very concerned about the effect these various processes have on our ability to plan and shape strategic directions for my Faculty. At the same time, these processes have served as important stimuli for a critical consideration of our present and future.

As you know, I joined York as Dean of FES in Fall of 2012, and noted then that our own Strategic Plan would end in 2014. I intended to make the Spring and Fall of 2013 a time to renew our Strategic Plan. But two processes in particular, the AAPR and the SHARP budget transition, made me decide to wait to begin a Faculty-wide strategic-planning process. I note that in making this decision late last Spring, I wrongly assumed that these two processes would be much farther along by now: we had been told that we would be running a shadow activities-based budget by Fall 2014 and that AAPR would be in swing by the end of the Fall semester. Neither prediction has proved to be the case, and while I understand and in some cases support the reasons for these delays (particularly in regards to the need to be thoroughly consultative around the AAPR process), I have felt frustrated by the resulting impacts on our ability to plan from a Faculty-wide perspective. It is also clear to me that given the extra work both processes entail for my staff and faculty, asking them to concurrently engage in a strategic planning exercise would strain our abilities. Similarly, these developing initiatives made the use of the IRP seem redundant, and I have not engaged that tool this year.

Nevertheless, I think the various initiatives in motion will ultimately provide a more solid basis from which to plan. Knowing what our actual resources and costs are, and collecting the data for AAPR, will give us a much more evidence-based framework to use for planning decisions. The fact that the AAPR is university-wide will also enable us to put some of our challenges in context, learn from other Faculties various strategies, and to understand how FES can interface more effectively with other Faculties.

Also influencing our strategic planning are the various provincial initiatives. The Differentiation Policy Framework and the Strategic Mandate Agreement provide an opportunity, I believe, for York to clarify and publicly articulate what its

strengths and values are. In response to these provincial initiatives, I have been encouraged by the willingness of the leadership -- administrative and in Senate -- to surface and emphasize the aspects of York that drew me here in the first place: social justice, community engagement, sustainability and interdisciplinarity; as well as the values of quality and an excellent student experience that all universities promote.

One of the things that became clear to me during this last year is that while York has a strong commitment to “sustainability” in the UAP, that term more frequently gets reduced to financial sustainability, understandably as this is an important aspect, especially in times of budget exigency. Yet, this seems shortsighted to me. The paragraph on sustainability in the UAP that quotes from the President’s Sustainability Task Force report of 2010 is worth revisiting for the breadth of its scope: *“Our vision of a sustainable university is one that enhances its ecological functioning of its campuses, provides equitable access to opportunities for active engagement in life-long learning, creates knowledgeable, active, and responsible global citizens, and does so within an integrated, long-term framework of full-cost economic and environmental accounting.”* Certainly, attention to environmental sustainability has budget consequences; one of the bright spots of the budget this year was the amount saved from the implementation of energy efficiencies. But I think there is a real opportunity here for York to differentiate itself from other provincial institutions by foregrounding its unusual (but underappreciated) capacity to address environmental questions in concert with social justice, interdisciplinarity, engagement, student experience, and research excellence.

Now, of course this emphasis of mine may seem self-interested, coming from the Dean of our Faculty of Environmental Studies. But significant research and teaching on sustainability occurs in every Faculty in the University, and two ORUs, IRIS and CITY, have sustainability at the core of their projects. This is why “studies of the environment, sustainability and the new urban environment” is listed as one of York’s strengths in our recent revisions of the SMA.

Not mentioned in your initial invitation is the provincial initiative around on-line learning, which has been something that has engaged our Faculty, as we have some interest in developing more on-line and blended courses. I and my Associate Deans have been involved this past year in working with Sue Vail and her team in developing York’s approach to e-learning, and we submitted a course proposal in response to the provincial call, which unfortunately was not successful. In our discussions with Sue Vail’s team, we have emphasized the need for central support for development of the technological and pedagogical development of fully on-line and blended learning, as well as the potentially exciting aspects of this University initiative.

We have also served as an early adopter of YUStart, focusing successfully on conversion and the first year experience. Janet Morrison, VP Students, wanted us

to be part of the second year expansion of this program, as our advising system already used aspects YUStart was seeking to develop, such as Peer Leaders and one-on-one advising, and we feel that this has been a mutually beneficial experience.

We have also been involved in the University's experiential education initiative. Experiential education has been an essential part of FES's pedagogical approach for a long time, and we are happy to have central administrative interest in promoting it. The new internship course developed through AIF support will start next year, and we have high hopes for it. Engagement, field courses, placements, and community capacity building continues to be an essential part of what we do in FES.

For example, our food studies area has continued to expand. This year, I put in place a more formalized food and garden framework, for the first time putting together a team of graduate assistants working under a faculty member's supervision to bring together our work on Maloca Gardens, our Native Plant Garden and our growing partnership with Black Creek Community Farm (which is serving the Jane/Finch community). We started a new World Food Crops planting area, which will be used by our students, faculty researchers and BCCF. We are just about completing a new hire in Food Studies, who will be charged with making this area grow as a research/education/engagement cluster. We are all very excited by the promise of this expansion.

Our Las Nubes Project in Costa Rica is also expanding considerably under the direction of Prof. Felipe Montoya, our NeoTropical Conservation Chair. He has started an annual arts and environment festival in the Las Nubes-Alexander Skutch Biological Corridor with active participation from the local community, formalized MOU and student exchange arrangements with the three largest universities in Costa Rica, and contracted with an architect to build the Lillian Meighen Wright Research Centre on land adjacent to the Las Nubes rainforest. We envision a research centre unlike any other in the country, in which research and education goes hand-in-hand with community capacity-building, with an identity defined by FES's interdisciplinary breadth, including arts, writing, biological conservation, environmental health, and community planning. We have been very lucky to have active and generous donors that have allowed us to expand our presence there, with three more contiguous lots donated recently. I hope that Las Nubes will start to be used by other Faculties at York, and be seen as York's ecocampus. This February, Harvey Skinner, Dean of Health, visited the area, and met with our university partner's health-related programs with a view to having Costa Rica be a site for his new Global Health Program, in which FES is a partner. That is an example of a initiative that I hope will become a trend as we move forward.

Our Sustainable Energy Initiative was also vitalized by our recent hire, Dr. Christina Hoicka, as our Powerstream Chair in Sustainable Energy Economics,

and her work bringing students to visit microgrids and working with Engineering faculty on various partnerships will bring exciting results in the next few years.

I spent much of my time this year on our partner ORUs, IRIS and CITY, both of which were simultaneously going through rechartering and director hires. Both of these ORUs are vital to York's research profile, and while there were some challenges, I expect that both will emerge from the process with fresh energy and direction.

Challenges that have been persistent are enrolment. Enrolment has been declining across Canada in environmental studies programs, at the same time as new programs are coming on line (two new master's programs were added in the province this year) and so the fact that our enrolment is relatively flat is strangely encouraging. I have also gone a year and a half without a needed staff member on our recruiting team, so the fact that we are finally bringing a very qualified and innovative person on board in the next month gives me hope for next year. A new Faculty Task Force on Recruitment and a new Faculty Task Force on Communication has been put in place, and I believe that will also help us on enrolment issues.

Our research achievements and robust publishing records remain a bright spot, with our faculty nominated to prestigious international positions (Club of Rome, World Commission on Protected Areas), York Research Excellence Awards, and receiving funding from the Metcalf Foundation, the Ministry of Natural Resources, and Ontario Ecoschools as well as SHHRC and CIHR grants. Our student research has also obtained funding and awards, including the International Human Dimensions Program on Global Environmental Change, CIHR's Social Research Centre, W. Garfield Weston Foundation, and many others. We were proud that two of our students won awards in York's Undergraduate Research Fair this year, including the People's Choice Awards. FES also hosted two national student association conferences, in ecological economics and in planning.

FES has been actively involved in almost every university-wide initiative as well as maintaining our own very democratic governance structure, and this has put considerable strain on a small faculty. But we are a dynamic and involved group of folks, and I am very proud of our achievements in a challenging year.

The Faculty of Fine Arts

OUR VISION

In 2014, The Faculty will undergo a dramatic name and identity change to become The School of the Arts, Media, Performance and Design (AMPD). This strategic repositioning builds upon the rich history and growing interdisciplinary strengths of the Faculty and University, and will amplify York's capacity to attract world-class faculty and students who are uniquely positioned to shape the frontiers of art, media, performance and design, and expand the boundaries of what the arts mean today, and how they will be imagined tomorrow.

Our Faculty have developed a bold a vision to support this change and seek to create at York a new and unrivaled paradigm of arts education – one that seamlessly integrates disciplinary rigor with interdisciplinary daring, ignites grand collaborations with science, engineering and the humanities, creates dramatic opportunity for social change, invents sophisticated new artistic experiences that feed the soul, encourages entrepreneurial partnerships that educate and empower the global citizen, and transforms the world through integrating the arts into the DNA of the new Canadian university experience.

STRATEGIC ORGANIZATIONAL THRUSTS

The Faculty of Fine Arts has well defined goals to achieve this vision, and that are tightly integrated with five interconnected organizational objectives aligned with the institutional priorities outlined in the UAP: (1) Student Success, (2) Research Intensification, (3) Curriculum Innovation, (4) Governance and (5) Global Impact and Partnerships. The organizational thrusts bulleted below are a high-level snapshot of major efforts and strategic projects underway in the Faculty that are explored in more detail under the individual section headings.

- Establish a dramatic new name and identity critical in arresting the narrative of decline feeding our enrolment picture and damaging our reputation.
- Develop and implement a highly integrated, evidence-based strategic enrolment plan designed to address recruitment vulnerabilities and significant multi-year enrolment loss across the Faculty.
- Create a new, centralized, multi-threaded student advising and success office that integrates student mentoring.
- Implement evidence-based expansion of early warning and retention models developed for "at-risk" populations applied to the retention of "at-promise" fine arts students leaving the university voluntarily.
- Integrate and better align Winters College programming, learning and student success priorities with the Faculty
- Begin reinvention of curriculum with capacity building in e-learning, as well as an increased focus on disciplinary hybridization, entrepreneurial and professional cultures, collaborative research, and technology centered creative practice, key elements in capturing the imaginations of a new generation of university bound arts, media, performance, and design students.
- Formulate strategies to expand and diversify departmental service-teaching courses with focus on integrating the arts into the DNA of the university experience, developing renaissance-concept courses with science and engineering, and with specific attention on mitigating recent catastrophic LA&PS and Health like service-course enrolment drops.
- Encourage adoption and integration of uniform pan-arts progress assessment and time-to-completion support for our graduate student's, use these new structures to support degree completion for current ineligible graduate students.
- Renegotiate the Faculty's principle exchange and research partnerships with colleges, universities, organizations and cultural institutions to better establish creative outcomes, sustainability, and beneficial resource management.
- Build vertically integrated research intensification plan using CRC's searches as ignition points to transform the Faculty compliment, establish new hybrid models of artistic research practice, reposition CRC faculty hires extra-departmentally, develop cluster-hiring as a new norm, and revitalize cross-faculty collaboration.
- Cultivate development of a culture of sponsored research, use centralized tri-council funding and SME partnerships to establish our faculty as critical campus and regional collaborators, leverage CFI infrastructure to catapult

departmental research programs forward as well as transform vulnerable departmental space into shared platform for industrial partnerships, experiential learning, invention and discovery.

- Contribute thought leadership to campus AAPR process, make valuable and concrete contributions such as early adoption of ABB model, implementation of SEM recommendations, share FFA developed ALPS Course Costing Formula.
- Develop departmental fundraising templates that provide uniform price points and guidelines for vertical integrated giving, generating a modular, highly aligned, "blueprint/playbook" where advancement can have networked points-of-entry with donors at all levels.
- Leverage these substantial changes to build dynamic and credible opportunities for advancement, attracting arts, technology and entrepreneurially focused donors with capacity for a naming gift including construction funds for Burton, and who are inspired by our new vision, and transformational leadership in the arts.
- Reposition our brand and reestablish our reputation as thought leaders in the arts across the nation and the world.

HIGHLIGHTS & ACHIEVEMENTS

1. ENROLMENT | QUALITY

- Down 93 majors from 2011 levels
- Down 210 FTEs from 2011 levels
- Entrance GPA: 83.7% (unofficial 2013)
- High retention rate: average 80%
- Lower numbers can be accounted for by service course decreases taken by LAPS and Health majors
- New high school outreach program including summer residency, research intensive, and portfolio development
- FFA identified as a pilot site for implementation of campus SEM consultant recommendations.

i. Enrolment Trends

2014-15 admissions data shows we are approximately 100 majors below 2011 levels. We have dropped below 1st or 2nd choice among 101 applicants in 8 of 11 programs for 2014-15, as part of a steady decline over 5 years. Institutional reputation and safety issues are among those most frequently cited by students who decline admission to the FFA. However, the students that enroll generally stay, and the Faculty maintain one of the highest retention rates on campus.

ii. Domestic and International Recruitment

In January of 2014 the Faculty established the groundwork for its first long-range strategic enrolment plan (SEP), which will integrate data-intelligence from SEM survey's, past enrolment figures, retention analysis, discussion with top feeder-schools, trends, new markets, portfolio and supplemental material review, curriculum innovation, staff capacity, recruitment travel, and college fairs.

For the past three years, the Faculty has been excluded from participation in National Portfolio Day held at OCADU. Ongoing exclusion from the Portfolio Association will likely continue based on a relationship biased toward OCADU. Faculty from Visual Arts and Design developed a dramatic interventional strategy that booked an art gallery across the street from OCADU during National Portfolio Day to host our own competing portfolio review. The Dean's Office commissioned professional sandwich-board advertisement staff to mingle and handout cards inviting students and families to our site across the street. The event drew more than 150 students and families for portfolio review as a strategic counterpoint to the long lines and disappointing interactions at OCADU. We will likely continue this practice next year and will look at the conversion numbers to measure efficacy.

iii. High School Outreach

The Faculty is developing high-impact high school outreach, after school programs, and for-profit portfolio development and summer intensive programs designed specifically for our large feeder schools including, St. Catherine, Cardinal Carter Academy for the Arts, Bishop Marrocco/Thomas Merton Catholic Secondary School, and St. Patrick

Catholic Secondary School. Faculty members from Dance, Visual Arts, and Music, have begun visiting to these schools to discuss programming and recruitment partnerships.

2. STUDENT EXPERIENCE

- Created OAISS, new centralized office of integrated advising, student success, and student mentoring
- Created new Associate Dean for Students position, includes oversight of strategic enrolment plan
- Doubled the size of FASAM program which is the most comprehensive peer mentorship program on campus
- Established \$1M in new permanent undergraduate high-value awards for students pursuing interdisciplinary or hybrid artistic and humanities projects that integrate more than one discipline, department or faculty
- Established new, media-rich, browser-based supplemental student application material review portal
- Expanded In-Sight retention programming used for at-risk students to include at-promise programming
- Established new Dean's Luncheon series with Winter's College Students
- Launched The Dean's Invitation, where groups of students are invited as guests of the Dean for dinner then visit a museum opening, film festival premiere, town hall lecture, or cultural performance, etc. that highlights the diversity and impact of York Faculty of Fine Arts community
- Implemented alternative off-site National Portfolio Day review process to increase quality of student application experience
- 200% increase in 2014 NSSE survey completion placing the FFA ahead of LAPS, HEALTH AND LASSONDE

i. Office of Advising and Integrated Student Services (OAISS)

Created in the fall of 2013, OAISS opened in January 2014. Similar to family medical practice, OAISS features an expert advising team, knowledgeable across all program areas, designed to support growing interdisciplinary inquiry and future collaborative activities between departments. OAISS is oriented toward supporting vital aspects of student success in the Faculty's and University's Strategic Plan. The 2010 Provostial White Paper, "Building a More Engaged University: Strategic Directions for York University 2010-2020", cites establishing "a holistic approach to student advising and support" as a key objective toward promoting quality in student learning and success.

The establishment of OAISS has increased our overall advising strength per major, program specialization, as well as developed cross-trained advisors grounded in processes that ensure departmental considerations designed in all advising protocols. The impact for the departments is the expansion of capacity to address a wider range of activities, which mirror departmental and Faculty priorities, and allow for increased collaboration between departments. It also supports stronger program connections with other disciplines, such as health and engineering, as well as Winter's College as we work to situate the arts as a cornerstone of the York experience. The next phase of OAISS includes evidence-based expansion of early warning and retention models developed for "at-risk" populations applied to the retention of recently identified high-achieving "at-promise" fine arts students leaving the university voluntarily.

ii. Associate Dean Students, Recruitment, Alumni

After being abandoned by the previous administration, The Associate Dean of Students, Recruitment and Alumni was reconstituted in the 2013/14 academic year to include both recruitment and alumni in the new positions portfolio. Without the AD Students the Faculty was unable to manage student issues effectively and lacked a channel for critical input and participation in the newly established university frameworks for student success (YU Start, etc.). The position allows for us to establish a collaborative partnership with The Division of Students to co-develop domestic recruitment strategy, and integrate our resources that allows maximum benefit from shared services. Utilizing strategic market data and analysis developed in partnership with the University's Strategic Enrolment Management initiative the AD Students Office will be able to create a more refined and targeted recruitment strategy. The Faculty SEP initiative is supported by the Faculty being identified as a pilot site for the VPS implementation of York's SEM consultant's recommendations.

iv. New Student Awards

The Faculty created 32 new undergraduate awards, assembled from funds generated by under-utilized existing gifts. The annually awards include fourteen, valued at \$2500.00 each for work in any artistic discipline, and three additional awards, valued at \$4500.00 each to students pursuing hybrid artistic or scholarly projects of interdisciplinary nature that cut across more than one department or faculty. Fifteen new general, project specific and student travel awards

were also created with each category having \$10,000 available annually for a sub-total of \$30,000 per year. Funds are designed to mirror professional practice by incentivizing large-scale creative projects, encouraging collaborative and hybrid research work, as well as supporting experiential learning such as travel related to future careers.

v. **Integration of Winters College into Faculty Programming**

We have begun the process of more closely integrating and aligning Winters College programming, academic learning and student success initiatives into the broader Faculty priorities. The Dean has established an active roll within Winter's College, participating in council meetings, establishing regular Dean's Luncheon to provide direction to student leaders in the Fine Arts Student Associations, and will be developing a Dean's lecture series that will be inaugurated in 2014. The appointment of a new College Master in 2014-15 will create the opportunity to reimagine the role of the Winters College within the York arts community. It will enable us to achieve the objectives of helping students develop a strong sense of belonging and connectedness to the institution and their peers, accelerate their intellectual and artistic growth and encourage a growing sense of resourcefulness, capability, and purpose supporting students effective transition and integration into York's unique academic culture.

3. **CURRICULUM INNOVATION**

- New programs under development include, Digital Cultures, Information Design, Interactive Media Design, Film Producing, and Sound Scoring for Cinema and Games
- Faculty received one of four \$75,000 Ontario Online Initiative Grants for developing next generation blended-learning courses
- Established new Teaching Award in eLearning starting in Fall 2014
- Beggars Opera developed as unique prototyping laboratory for curriculum innovation by integrating courses across multiple FFA departments, incorporating faculty research, and employing a host of experiential learning opportunities.

i. **New Programs Under Development**

The Faculty of Fine Arts has begun the process of reinventing its curriculum including building capacity in e-learning, as well as an increased focus on disciplinary hybridization, entrepreneurial and professional cultures, collaborative research, and technology centered creative practice. The upcoming 2014 Faculty Retreat will focus on new curriculum design and will involve discussions and input from faculty, students, alumni and colleagues from leading institutions. We have also begun developing a number of pilot concepts for new programs built on successful AIF eLearning initiatives and targeted growth areas including the future York Region campus.

- a. **Digital Cultures (BA/MA/PhD).** This interdisciplinary program will critically explore digital culture and society at the intersection of the arts, humanities, social sciences, science and engineering. With options in studies and studio practice, the program will support leading-edge teaching and research in the areas of new application development, content creation, scientific inquiry, interface design, IP and copyright, policy development and critical discourse in digital culture. The program would be inter-faculty and draw on expertise outside the faculty in Communications, the Science & Tech Studies Program, IP Osgoode, Education, and others. Central to the program will be a wide selection of courses offered as blended and fully on-line using the latest technology in support of and augmenting pedagogy and learning outcomes.
- b. **Information Design (BA).** Information Design encompasses the core skills of design – typography, hierarchy and composition – as well as systems thinking, user-centered research methods and opportunities for formal exploration, invention and new modes of expression, manifested in both print and digital realms. The degree, by bringing together other Departments such as Digital Media and Computer Science would allow us to offer students exposure to the full range of practice in pure and applied information visualization.
- c. **Interactive Media Design (BFA Seneca@York).** The joint honours BFA provides students with a comprehensive education in screen oriented experience design. The program integrates the development of

software production and design skills with creative coding and scripting techniques. Production options include digital photography, vector graphics, motion graphics, and 3D modeling and animation.

ii. Interdisciplinary Curriculum Laboratory

The FFA has created a new meta-theatrical adaptation of *The Beggar's Opera*, which places every member of the creative team – designers, digital media artists, dancers, actors and musicians – as inmates in a medium security prison in Toronto which premiered in January 2014. Beyond the obvious recognition of it as a multidisciplinary theatrical production, the performance is the second iteration of a new idea being developed that uses large-scale projects as unique prototyping laboratories for curriculum innovation that will directly integrate core courses from multiple departments, programs, and faculty research, as well as offering a wide range of experiential learning opportunities.

4. RESEARCH INTENSIFICATION AND SUPPORT

- Three new CRC's in Interactive Information Visualization, Digitally Mediated Performance, Art, Activism and the Environment
- 3Space | large multi-Faculty CFI infrastructure proposal lead by Fine Arts
- CFI Research partnerships include TIFF, CineSpace and Derivative
- Sensorium: Centre for Digital Arts and Technology

i. CRC Faculty Hires

The Faculty was authorized to search for three new Canada Research Chairs as part of growing interdisciplinary research opportunities in digital cultures. The new CRC's were established as pan-arts positions, with the committee formation designed around the concept of digital media cluster-hires across arts and engineering. Two of the fine arts searches (Interactive Information Visualization and Digitally Mediated Performance) have successfully completed with nominations being prepared to forward to the VPRI and Provost. The Faculty requested the third position be furloughed and searched for in 2015 so as to give the university time to develop an arts, activism and environment cluster.

ii. CFI 3Space Infrastructure Proposal

The Dean is Principal Investigator for a large-scale campus wide collaborative CFI proposal involving arts and engineering. The \$6M+ in proposed infrastructure will establish a new collaborative research centre at York aligned under a single new research rubric defined as 3Space. CFI arts and engineering research support includes, stereoscopic 3D cinema, 3D data visualization, real-time algorithmic video; interactive visualization and embedded performance systems, sensing and control systems, 3D scan data and motion capture; interactive architectural projection; gestural computing; ambisonic sound and wavefront synthesis; locative, mobile and augmented media; 3D printing, and multi-axis machining, and interactive 3D image mapping and architectural projection.

iii. Research Partnerships

Fine Arts research engages some of Ontario's most innovative cultural industries. The Toronto International Film Festival (TIFF) and CineSpace have committed to being 3Space research partners. TIFF's partnership focuses on multidisciplinary collaborations around on next-generation display and interactive cinema systems. Cinespace Film Studios is North America's largest developer, owner and operator of film, television and digital media production space. Expanding the long-standing educational and philanthropic relationship with York University and the Faculty of Fine Arts, Cinespace Film Studios will work with faculty and students expanding development of live and interactive S3D technology and content for the emerging multi-format 3D broadcasting and Video-On-Demand market.

SMEs make up a significant portion of our research partnerships as they frequently work at the leading edge of industry, attracting creative and technical talent capable of working in flexible environments and responding to the rapidly changing research needs of the digital media industries. Derivative Inc. the creators of TouchDesigner, (used in the Academy Award winning film *Gravity*) is one of a number of SME's that will join us as 3Space research partners.

iv. ORU | Sensorium

The recent creation of Sensorium: Centre for Digital Arts and Technology, will support over 50 collaborating researchers in the arts, sciences, and engineering undertaking cross-disciplinary work in application and content creation, artistic and scientific inquiry, policy development and critical discourse in digital media arts.

5. COMPREHENSIVENESS

- The Faculty of Fine Arts is one of the largest and most comprehensive in North America
- Experiential learning and internships across all disciplines, including TIFF, Facebook and Mongrel Media
- Curated major international and regional exhibitions developed featuring new work and University collections

i. Prestigious Internships

The Faculty of Fine Arts at York one of the largest and most comprehensive arts, media, performance, and design faculty in North America. With research and teaching focus spanning Art, Dance, Design, Digital Media, Film, Theatre, Art History, Performance, Media and Cultural Studies, two national laboratories, multiple art galleries, theatres, cinemas, concert halls, and Sensorium, a large multi-Faculty interdisciplinary Organized Research Unit (ORU), few Canadian art schools compare in scale and impact. Our students have access to extraordinary experiential-learning opportunities from leading Toronto-based film production companies, broadcasters and distributors, to Facebook, Canadian Stage Theatre practicums, and The York Dance Ensemble, the resident company of the Department of Dance. Recent industry partners and placement venues include: Mongrel Media (2014 Academy Award Winner Blue Jasmine), Panavision, Sim Video, Tattersall Sound, and the Toronto International Film Festival.

ii. Major Curated Exhibitions

Land|Slide Possible Futures, is a groundbreaking large-scale international touring public art exhibition, which responds to a world in transition where the past, present and future collide. With work from over 30 national and international artists exploring themes of multiculturalism, sustainability, and community - the artists propose new histories and new futures for the use of land.

Since York University opened its doors in 1959, it has built a vibrant collection of modernist art, featuring a large number of donated works as well as some purchases. The collection reflects the history of the art scene and art collecting in Canada in the 20th century. *Moving Side and Forward* brings together, for the first time, a selection of signature works from the York University collection curated by York graduate students for presentation off-campus. The exhibition takes its name from the featured Jack Chambers painting of the same title. The exhibition included some 35 abstract and representational paintings and works on paper, predominantly by Canadian artists and from all regions of the country, dating from the 1920s through the 1980s.

6. INTERNATIONALIZATION

- The FFA is ranked third on campus in outgoing student exchanges
- For 2014-15 we have a 25% increase in applications for study abroad

i. Exchange Partnerships

The FFA has a network of established and well-maintained exchange programs, and is ranked third on campus after LA&PS and Glendon. Of our current ten exchange partners, five are newly established over the past two years, these include; Monash University, Darmstadt University, University of Sharjah, Minzu University. The longer established partnerships include; University of Leeds, University of Chichester, Northumbria University, Bauhaus University, and Bezalel Academy of Art and Design. For 2013-14, we had 30 applications, and sent 24 students abroad. Incoming students are generally close to 1 to 1, and in 2013-14 we received, 20 students from our partner institutions. For 2014-15, we have had a 25% jump in application numbers (we currently have 40 and will have more by the April reporting date), and will be nominating 35-37 students for exchange after interviews.

7. COMMUNITY ENGAGEMENT

- Fine Arts Summer Intensive

- JazzMobile
- Canadian Stage Partnership

i. The Fine Arts Summer Intensive program (FASI)

Established as a part of an innovative AIF initiative, FASI brings York University's impressive facilities to all of Canada and beyond. Its structure, accessibility and unique programming promote arts education through growing partnerships with local GTA school boards. Each year FASI develops and hosts a number of exciting summer portfolio development workshops and SHSM certification classes that help prepare students for a post secondary education in the Fine Arts.

ii. The JazzMobile

Tailored to meet the needs of each school, The Jazzmobile offers a combination of faculty and student performances, talks on jazz history and band clinics. Students get to meet faculty members in York's renowned jazz studies program and see them in action. The Jazzmobile was created to raise awareness about the jazz studies program and the Oscar Peterson Scholarships at York, as well as deepen relationships with local schools, and foster jazz appreciation among a younger audience. Toronto's East York Collegiate and Bishop Allen Academy, Emily Carr Secondary School in Woodbridge, Markham District High School, Fletcher's Meadow Secondary School in Brampton, Maple High School in York Region and Loretto College School in Toronto are among the schools that hosted Jazzmobile.

iii. Canadian Stage Partnership

The York University MFA in Theatre Stage Direction in collaboration with Canadian Stage offers a two-year, highly competitive and specialized program for advanced training in large-scale theatre directing. The program allows graduate students to develop their creative and technical skills to the highest level within a rigorous academic and professional context. Key elements of this enriched academic experience include the opportunity to direct a Canadian Stage production and an internship with a major national or international theatre. Undergraduate Theatre students are included in practicum placements as paid interns in the program.

UNIQUE CHALLENGES TO THE ARTS AT YORK

i. Increased Competition

Frequently described as the "jewel in the crown of York University", all indications suggest that the Faculty of Fine Arts prestigious identity has little traction outside of the University. Accelerating decline in enrolment reinforces this analysis. While there is a sector-wide decline in fine and applied arts applications (digital media, cinema, and design being growth trend outliers), anecdotal data shows that our market share losses in several key program areas are commensurately matched by increases at Ryerson and OCAD University. There is a clear increase in competition from the college system with aggressive campaigns related to more narrowly focused but substantively similar programs. In addition, we see clear evidence of encroachment on our terrain with an increase in general university and college marketing that leverages "creativity" as a transferable skill.

ii. Budget Pressure

Unique to the Faculty is legacy ministry funding models for the arts that do not include the high infrastructure costs associated with complex studio programs (many of which have mandatory space requirements set by accreditation agencies). With the exception of Music, all fine arts programs are funded at the same level as liberal arts studies programs. The above-mentioned loss of enrolment income due in part to reputational and campus safety issues is quickly transforming a manageable structural deficit into a multimillion-dollar debt. For several years, we have prudently absorbed successive budget cuts with restraint, realignment and sophisticated academic resource planning but at the current rate, income loss will overtake those efforts crippling our capacity to recover.

iii. Marketing and Communication

Communications in the FFA is largely rooted in the legacy of print media limiting our marketing strategies. Efforts to redirect resources toward developing expertise in social media is being implemented in tandem with the Faculty's critical larger re-naming and re-branding campaign.

iv. Facilities

While the Faculty has a number of newly constructed spaces, large amounts of older legacy space with years of deferred maintenance needs extensive revitalization. The shuttered 40 year-old Burton Auditorium is a prime example. A Fine Arts Performance Facilities working group has also been recently established and tasked with developing uniform and systematic usage policy and performance calendar, including revenue generating blackout dates and policies, as loss of high revenue generating dates due to non-integrated planning has become a crucial trend to reverse.

v. Declining Tenure-stream Compliment

The Faculty's tenure stream compliment in many areas will reach critical status when large groups of faculty hired at the same time will begin retiring. Programs such as the MFA in Dance are perfect examples where they could lose the majority of their faculty and as a consequence, the MFA program, if retirements happen simultaneously. The critical budget dilemma in fine arts makes the circumstance nearly impossible to navigate with the policy of no new hires allowed while a Faculty has significant inline deficits.

vi. Student Support

With the new interdisciplinary awards recently created for arts students, we recognized that dozens of available need based arts awards are regularly not being applied for by students. The issue is the effort involved in applying compared to the dollar value of awards (often \$500.00 or less) requires that we imagine need based student support in new and inventive ways. This includes working with advancement to restructure and bundle awards and scholarships in more beneficial amounts and that encourage students to apply. These restructured endowments could support student success initiatives such as honors studios, visiting national and international scholars and artists, and interdisciplinary student research and performance projects.

vii. Technology Costs

With the majority of fine arts on collision course with a future of practice being either integrated with or technology centered, the costs of transition as well as sustaining technology integrated disciplinary practices will become critical features to manage. Developing a culture of sponsored research to augment the resource supply for faculty research will offset some research related costs, but the cost of maintaining high quality, cutting-edge tools that mirror professional practice and support innovative curriculum delivery makes managing technology crucial. In response to increased technology costs the faculty is establishing much tighter management over resources. The Director of IT, Director of Performance Facilities, and Departmental managers have ben asked to develop and implement a pan-faculty Inventory Tracking System by July, 1, 2014 that will help reduce redundancy, provide maintenance planning, create greater collaboration, and establish highly useful systems for cost-savings through innovative resources sharing.

SUMMARY

The strategic thrusts highlighted throughout this document show a genuine understanding of the underlying challenges we face as a Faculty, as well as a clear and unambiguous path forward. They illuminate the complex interaction of reputation, marketing, management, and resources on the enrolment, budget, research, and faculty compliment in a creative-economy based Faculty such as ours.

There is new momentum and confidence in the Faculty. We are operating collectively, with discernment, a sense of shared purpose, and with a delight in compromise that we have not had in a very long time. While cultivating the necessary climate within the Faculty, we are simultaneously embracing the emerging spirit of coordinated, shared purpose with our campus partners in a way that is consistent with the brave vision of reform activated through critical institutional initiatives. However, the list of critical issues, their complex interrelationships, and the need to uniformly achieve every one of them quickly and with little margin for error makes for a genuine sense of urgency that could be missed on a campus where that word frequently loses meaning.

We have placed a stake at a bold new horizon. We need the support, wisdom and courage of the campus as our trajectory both draws upon but also propels our common fate. Arts education must permeate all corners of the University's strategic academic mission as a primary competency for the new innovation economy, and we must continue to build and sustain York's leadership role as Canada's premier environment for educating next-generation creative talent, artistic leadership, cultural innovation, and imaginative solutions for an interconnected world.



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Memo / Note de service

To/À: Paul Axelrod, Chair, Academic Policy, Planning and Research Committee

From/De: Kenneth McRoberts, Principal

Date: February 16, 2014

Subject/Objet: Report to APPRC

In response to your memo of January 6th, I will first outline Glendon's recent accomplishments, especially with respect to objectives set in the University Academic Plan, as well as the White Paper. I will then turn to assess the planning challenges that Glendon currently faces.

ACCOMPLISHMENTS

Enrolment Targets – As in 2012-13, so in 2013-14, Glendon has reached its targets at both the undergraduate and graduate levels.

Quality – Glendon has maintained its undergraduate cut off at 78%. This is well ahead of the target set in the White Paper. This year, the GPA of first year students at Glendon was the second highest among all faculties.

Student Experience – Historically, Glendon has maintained quite strong levels of student satisfaction. This has been revealed by NSSE data. It was also revealed in 2012 when the *Globe & Mail*, for one time only, set Glendon as a distinct category in its survey of university students. At the same time, Glendon has developed a series of First Year and retention measures to strengthen the student experience. In 2012, Glendon's first year retention rate was the second highest among faculties.

Reputation – Glendon appears to have established a strong external reputation. This is suggested by the number of 101 applications for September, 2014: up 25% over last year. First choice applications have increased by 20%.

Community engagement – Glendon continues to develop its close relationship with the Southern Ontario Francophone community, as well as organizations promoting the study of French by Anglophone students. At the same time, Glendon continues to host Living & Learning in Retirement, which attracts several hundred participants to the campus each Friday.

Internationalization – Glendon maintains a network of international exchange programs, primarily with Francophone institutions. By the same token, about 10% of Glendon students participate in exchanges-- well above the national average of 4%. Glendon's international variant of the BA, the iBA, has proven to be popular. As to international students, the proportion at Glendon stood at 8% in 2012-13, slightly exceeding the White Paper target. In its international recruitment, Glendon has had to pursue a different strategy from the University's other faculties, focusing its efforts not on Asia but on Francophone countries, especially in Africa. It has done so in conjunction with multi-institution tours organized by the Ministry of Training, Colleges & Universities (MTCU).

Comprehensiveness As will be detailed below, Glendon is seeking to broaden its undergraduate curriculum beyond the humanities and social sciences. The new programming would fall in large part within the University's priorities of 'applied science, business-related and professional programs'. In terms of the last category, Glendon has recently established a Master's degree in Conference Interpretation, one of three in North America.

In its Strategic Management Agreement proposal, York has presented, as one of five strategic growth focuses over the next three years, the establishment of bilingual programs on the Glendon campus.

Differentiation

The key to Glendon's ability to achieve these objectives is its uniqueness. It remains the only university campus in Southern Ontario to offer programming in French and provide student services in that language. (It is also the only relatively small campus remaining in the GTA.) On this basis, Glendon contributes significantly to York's differentiation within the Ontario university system, thus helping the University meet a key MTCU policy objective.

PLANNING CHALLENGES

Despite these past and current accomplishments, Glendon is facing major planning challenges.

Challenges Common to all Faculties

Declining Tenure-stream complement – Glendon's tenure-stream complement has not kept up with the substantial growth in enrolments (40% over the last ten years). Indeed, it has shrunk in absolute terms. This poses a particular challenge to departments that historically have been quite small, as is widely the case at Glendon.

Budget pressures – The decline in complement, despite enrolment growth, is largely the result of the base cuts that, like all faculties, Glendon has had to face in virtually every year.

Promoting and Supporting Research – Glendon maintains an Office of Research Services and seeks to support research in a variety of ways. Recently, it established a Research Mentorship Program geared to top undergraduate students and enabling them to participate in a faculty member's research activities.

Nonetheless, many of the disciplines featured at Glendon, especially the humanities, do not lend themselves to major grants. The small scale of departments can severely restrict the creation of research clusters. Also, in some cases faculty members, whose normal graduate teaching is with programs based at Keele, are not well integrated with the Keele programs. With recent changes in the expectations of granting agencies, faculty members holding longstanding funding histories but lacking graduate-level supervision have begun to experience difficulty securing grants. (In the case of NSERC, absence of graduate supervision systematically results in failure of grant support.)

Facilities – While the Glendon campus now features a new building with 15 classrooms, a large auditorium and extensive student space, its existing facilities suffer from deferred maintenance. York Hall and the two residences are in fact the University's oldest buildings.

Online Education –As Glendon develops a strategy for online teaching, it can access resources by partnering with Ontario’s other Francophone and bilingual post-secondary institutions.

Experiential Education – While Glendon has some successful internship programs, as with its Master’s in Public & International Affairs and its Centre for French as a Second Language (through which Anglophone students are placed in Francophone institutions), it needs to develop a strategy to broaden the impact of other forms of experiential education.

Challenges Specific to Glendon

Projecting Glendon’s distinct image – This has been a perennial problem for Glendon. Simply put, the general public sees York in terms of the Keele campus. There is only limited public appreciation that there is ‘a second York University’ which is the virtual opposite of Keele: bilingual, small, and located in mid –Toronto. Whereas York’s student recruitment operation is well aware of Glendon and promotes it as an alternative to Keele, York’s communications strategy does not always leave space for Glendon’s specificity. (Also, Glendon’s title of ‘College’ can confuse the general public, evoking the notion of a community college.) That being said, at the Ontario University Fair substantial progress has been made in displaying Glendon in a way that makes clearly visible its bilingualism and separate campus.

Securing Glendon’s place in the Southern Ontario French-language post-secondary system

This is the single most important challenge, and opportunity, facing Glendon in the coming years. While Glendon remains the only campus in Southern Ontario to offer French-language university study, its range of programming is limited to the social sciences and humanities. Recently, the Ontario government made a commitment to fund an expansion of French-language post-secondary programming in Southern Ontario. It will be critical to Glendon, and to the University’s claim of differentiation, that Glendon remains the essential base for university studies in French. The entry of competing institutions into the region, let alone the creation of a Franco-Ontarian university, for which there is considerable support in the Francophone community, would be most detrimental.

Three major initiatives are under way to secure Glendon’s, and York’s, position:

- 1) Creation of New Programs As part of its Action Plan for Southern Ontario, MTCU has committed to provide \$14.5 Million, over three years, to support new programs. Recently, York University submitted a comprehensive proposal that would entail the establishment of five new programs at Glendon. Linked to the proposal are potential partnerships with other institutions. MTCU is expected to announce in March its selection of proposals, at least for the current fiscal year.
- 2) Analysis of Glendon’s Capacity Beyond funding for new programs, the MTCU’s Action Plan specifically calls for an analysis of Glendon’s capacity to offer additional programming. While space analysis will clearly be at the centre of this exercise, assessment of Glendon’s capacity will also involve such matters as French-language student services, governance and forms of partnerships with other institutions.

3) Partial Designation

Under the Ontario French Language Services Act, public agencies can be designated as suppliers of French-language services. In recent years, post-secondary institutions have been applying for designation. Ontario's two Francophone colleges, Collège Boréal and La Cité, have already secured designation, as has the University of Hearst. Applications from the University of Ottawa and Laurentian University are under consideration. At its December meeting, the York Board of Governors agreed that York should seek a partial designation which would apply essentially to Glendon.

In sum, York University, and its Glendon campus, has entered a critical period. While MTCU, for the very first time, has made a specific commitment to strengthen Francophone post-secondary studies in Southern Ontario, it has embarked on a process that opens the door to competitor institutions. It can no longer be assumed that York has exclusive responsibility for Southern Ontario.

Given this context, it will be critically important that Glendon be perceived in the Francophone community as a campus where its students can successfully pursue university study in French. The University's recent devolution to Glendon of formal responsibility for student services will be helpful in this respect. So too will be the University's application for partial designation. At the same time, it will be important to find ways to expand Glendon's programming without affecting detrimentally the interests of the University's other faculties.

As Glendon, and the University, gear up to meet more fully the needs of Southern Ontario's Francophone community, due attention must also be paid to the region's population of Francophile students (French-speaking Anglophones). Southern Ontario has the largest concentration of French immersion students in the country. Glendon maintains a close relationship with the several organizations that promote French-language study by Francophiles, especially Canadian Parents for French and French for Tomorrow, hosting their annual events and promoting each other's activities. Two years ago, Glendon established a French as Second Language centre, geared to enabling its Francophile students to take disciplinary courses in French. The addition of new French-language and bilingual programming should greatly improve Glendon's ability to attract these students.

In conclusion, Glendon, and York, faces both a major challenge to its historical role of providing French-language university study in Southern Ontario and an opportunity to consolidate and strengthen that role. It does so with well-established strengths, including its ability to attract outstanding students, to maintain good levels of student satisfaction, to enable students to have an international experience, and to maintain strong community engagement.

I look forward to discussing these issues with the committee.

Faculty of Health Report to Senate Academic Policy, Planning & Research Committee

The Faculty of Health's Strategic Priorities are well aligned with the University Academic Plan, as outlined in the attached Integrated Resource Plan for 2012-15 (appended). It should be noted that this plan is the result of a consultative process with faculty and staff within the Faculty, identifying strategies barriers and enablers for addressing our priorities. Three Health Strategic Priorities were identified, which are as follows:

- 1) Sustain and enhance quality teaching and learning environments throughout the student continuum
- 2) Sustain and enhance environments, systems, and services that enable research
- 3) Foster high performance work environments; recognize and reward staff, faculty, and students.

Table 1 outlines how the IRP Initiatives align with the Faculty Strategic Directions in addition to those of the University. The remainder of this document presents our vision, key planning challenges and accomplishments to date.

Our Vision

We believe the solution to the looming crisis in healthcare is to emphasize Health (prevention) first, then Medicine (healthcare) when needed.

York University's Faculty of Health has a bold plan to help keep more people healthier longer. Our innovative solution to Canada's looming health-care crisis begins not in the hospital emergency room or in the doctor's office, but *in* and *with* our community. Together with health-care institutions, non-profit organizations, the private sector and government, we are generating and mobilizing knowledge through research, and educating the next generation of 'Agents of Change' who will redefine health and health care in communities at home and around the world.

Founded on July 1, 2006 and with more than 400 faculty members and over 11,000 students, the Faculty of Health stands alone in Canada in bringing together internationally-recognized strengths in psychology, kinesiology & health science, nursing, health policy, management & informatics, and global health - our newest degree program. The Faculty by its very design – an unconventional pairing of disciplines – stimulates fresh thinking and is positioned to be a dynamic force for learning, research and community impact. Through our diverse network of public and private partnerships, we are ideally positioned to lead in transforming healthcare locally and globally.

We are distinctive for the high quality student experience we provide, the innovative research we undertake, and the practical solutions we generate to address 21st century challenges in health promotion and sustainable healthcare.

From Vision to Action

A. EDUCATING Leaders who make a difference

- Graduating over 2000 "Agents of Change" each year who are committed to transforming lives, communities, systems and the world.
- Offering life-long learning opportunities to support system transformation.
- Key disciplines integrated with the overall vision of the Faculty of Health enhanced by an interdisciplinary perspective:
 - Healthy minds: largest Psychology Department in North America
 - Healthy bodies: largest Kinesiology & Health Science School in Canada
 - Healthy communities: School of Health Policy & Management
 - Healthy patients: people centered healthcare in home, community or hospitals lead by our School of Nursing

- Exciting new programs to meet the needs of the communities we serve including the Global Health BA/BSc (first in Canada), the Global Health masters program, (under development), and the PhD in Nursing program (proposal undergoing approvals).

B. Game Changing RESEARCH from discovery to action to impact

- Knowledge Generation: Interdisciplinary research alliances in key areas that tackle our community's most pressing health concerns: e.g. social determinants of health; neuroscience; child development; positive aging; chronic disease prevention & management; eHealth technology; disability; and autism
- Knowledge Mobilization: system improvement through health policy, practice, and integration e.g. new YU-CARE (York University Center for Aging Research and Education) focus on aging positively by keeping our bodies and minds healthy
- Knowledge Commercialization: virtuous cycle where a portion of net revenues from research and learning intellectual property (IP) commercialization are reinvested in academic support

C. ENGAGING diverse public-private sectors to drive innovation

- Breakthrough projects such as the Connected Health and Wellness Project using eHealth mobile technology and smart phone access to Health Coaching to keep people healthier and to transform and sustain the health care system. (\$15.5 million funding from the Federal Economic Development Agency for Southern Ontario; \$40 million total budget)
- Integrated health promotion and healthcare at all levels of learning and practice: e.g. York Health Academic Network in GTA/York Region
- Community engagement: e.g. collaborating with the Black Creek Community Health Centre to help patients in Jane-Finch area control their Type 2 Diabetes using innovative health coaching assisted by electronic communication software and smartphone connectivity.
- Local – global: e.g. significant partnerships developed with India, China (Chongqing & Sichuan District), Costa Rica, Middle East, Brazil, Africa.

Major Priorities

1. Strategic Enrollment Management (Highest Priority)

- Achieve or exceed our undergraduate and graduate targets: FFTE and retention
- Consider/advance new programs: degree; certificate; diplomas
- Agents of Change: establish a Process for stimulating projects including a strategic fund

2. Accelerate Teaching and Learning Innovations

- AIFs innovation; four new projects funded for 2013-2014 (\$600k)
- Experiential Education: implement our plan
- eLearning: implement our plan including Dean's eLearning Catalyst Award
- Infrastructure support for development/renewal of teaching lab/simulation space and technology enhancements to support learning innovation

3. Game Changing Research

- Connected Health and Wellness Program: complete the \$15.5 Million FedDev funded project with all deliverables met (exceeded) by March 31, 2014. Develop a proposal for a \$20 million three year second phase April 1, 2014 – March 30, 2017.
- Markham Diabetes Initiative: a precedent setting academic partnership between the Faculty of Health (York University) and the Faculty of Medicine (UofT) engaging the Markham community around type 2 diabetes prevention and management
- Expand research funding and partnerships: locally and globally

4. Global Health BA/BSc Program Implementation

- Build local and global partnerships for the first cohort starting September 2014
 - Develop a professional Masters program (MPH or GPH)
- 5. College Revisioning and Integration**
- Complete implementation of the comprehensive plan for Calumet and Stong Colleges
 - Recruit new Masters for July 1, 2014
- 6. Professional Development Programs: HLLN (Health Leadership & Learning Network)**
- Increase open and custom programs in strategic areas
 - Explore opportunities for national and global offerings using eLearning
 - Hit or exceed positive Net Revenue targets: 2013-14 \$28k; 2014-15 \$100k
- 7. Community Engagement**
- Local:
 - **York Health Academic Network (YHAN)** : Southlake Hospital - Newmarket: Innovation Accelerator Hub; North York General Hospital; diabetes and ehealth; Markham-Stouffville Hospital and Family Health Team: diabetes; MacKenzie Health: mental health; Humber River: eHealth; Black Creek Community Health Center: diabetes and eHealth; Vaughan Community Health Center: mental health, Central York Region Mental Health Collaborative LHIN, York Region United Way
 - Jane-Finch: TD Community Engagement Center
 - York – UHN Nursing Academy: Bitove Wellness Center (early dementia)
 - Global:
 - India Mission Nov 1-16, 2013; Costa Rica Feb 12-15, 2014; planning other countries
- 8. Financial Development and Resource Diversification**
- Work with the President and VPA to get a ‘Named Donor’ for the Faculty; student scholarships, research chairs, and international placements.
 - Commercialization: develop strategies and supports for IP commercialization
 - Expand public and private sector partnerships

Key Challenges

- Change Management: fostering teamwork, strong morale and a healthy workplace
- Transforming and Sustaining our Programs following the AAPR (Academic and Administrative Program Review) report and implementing the new budget model SHARP (Shared Accountability and Resource Planning)
- Solidifying the Culture and Vision - to - Action (*focus and finish!*) for the ‘new’ Faculty of Health as we complete year 8 and approach the ten year mark on July 1, 2016.

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FACULTY OF
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STUDIES

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Memo

To: Professor Paul Axelrod, Chair, APPRC

From: Martin Singer, Dean, LA&PS

Date: February 15, 2014

Re: **Annual Academic Planning Discussion**

Thank you for your letter dated January 6th inviting me to discuss with APPRC the LA&PS planning accomplishments and upcoming challenges. I look forward to addressing the Committee later this month and it is in anticipation of our meeting that I have prepared this memorandum.

I. **Progress towards UAP/LA&PS Strategic Goals**

Substantial progress has been made over the past few years, with a positive impact on Faculty operations:

Full-time faculty renewal: 51 tenure-stream professors have been hired since the Faculty's creation in 2009. This is in response to the principal strategic challenge that the Faculty was facing in 2009 and still faces today: an aging professoriate. In 2009, 30% of our full-time faculty was within a decade of reaching 70 years of age (experience shows that almost all professors retire in the five years leading up to 70). After losing 74 professors since 2009, in 2014 30% of our full-time faculty is still within a decade of turning 70.

Maintaining a healthy balance of full-time and part-time instruction: The 51 new tenure-stream faculty have slowed the net attrition of full-time faculty, but has not stemmed it. Despite higher enrolments since 2009, we have fewer tenure-stream faculty, and are more than ever reliant on part-time contract faculty. To ensure that at least 50% of our undergraduate student FTEs are taught by full-time faculty, we have hired 65 CLAs to supplement our tenure-stream ranks.

Instituting a strategic hiring model: Through its annual faculty complement planning exercise, the Faculty has moved away, to the extent that it is permitted to, from past hiring practices, which were based on 1) replacements, whereby specific professors' departures prompted a replacement hiring in the same field, and 2) retail hiring, whereby hires are individually approved by the Centre based on a case-by-case approach. Instead, full-time faculty hirings are collegially vetted and are focused on areas that combine instructional need and a successful research footprint, and aimed at complements of positions instead of individual hires.

General Education renewal: After vigorous and lengthy collegial debate, we have improved General Education delivery, a key pillar of any Liberal Arts education. 2000-level Gen Ed courses are being phased out, and Gen Ed requirements have been harmonized so that there is now a single Faculty-wide standard instead of two concurrent standards from our precursor faculties. Providing that its proposal meets Gen Ed criteria, every academic unit is now free to propose Gen Ed courses and Gen Ed courses can no longer be double counted to fulfill both Gen Ed requirements and program requirements.

Program alignment: We are always seeking the best academic home for our programs and have accordingly moved a number of programs to units offering a better fit. Consequently, the Professional Writing program was moved from English to the Writing Department; the Social Science program from the Department of Equity Studies to the Social Sciences Department; Modes of Reasoning courses from the Humanities to the Philosophy Department; and Science and Technology Studies from Social Science to the Science Faculty. Similarly, the free-floating graduate programs in Social and Political Thought, Communications and Culture, and Interdisciplinary Studies are being adopted by, and housed in, LA&PS academic departments.

Expansion of the Research Release Program: Following the new YUFA collective agreement, in 2013 the Faculty increased the number of half-course research releases from 30 in 2009-10 to 119 in 2013-14 (of which 70 are part of the new Course Release Program). As a result of these and other releases, our research-active faculty have, for the most part, an effective course load of 2.0 annually every second year.

Research Intensification: The Faculty's research momentum has accelerated in recent years. The Faculty has secured \$15M in tri-council grants over four years, and, as the University's humanities & social sciences (HSS) engine, drives the University's 7th place rank in terms of standardized H-Index scores (Jarvey & Usher, 2012) in Canadian HSS. Likewise, the 2013 QS World rankings also placed York amongst the top 7 Canadian universities in HSS, their highest rank ever. Within disciplines, QS also ranks individual LA&PS disciplines, such as History, Communications, English, Geography, Modern Languages, Linguistics, Economics, Philosophy and Political Science in the top 5 nationally. Our School of

Human Resources Management sustains a per capita publications output that is nearly twice the national average for its field. In the past two years alone, 26 LA&PS scholars were awarded SSHRC Insight Grants and two LA&PS scholars were awarded NSERC Discovery Grants. To further celebrate research accomplishments, the Faculty has launched two new research recognition awards; the *Distinction in Research, Creativity or Scholarship*, and the *Distinction in Social Justice Research*. The Faculty now boasts two Trudeau Fellows, 37 Royal Society of Canada Fellows, 20 DRPs and 45 annual tri-council grants.

Improved recognition of teaching: LA&PS has created a new associate decanal portfolio for Teaching and Learning, in accordance with our renewed emphasis on teaching effectiveness and learning outcomes. The Faculty launched its new Teaching Awards in 2013 which we expect will carry the same prestige and recognition as research awards. Work is underway to improve experiential education and technologically assisted learning in the coming years.

Internationalization of our student body: In accordance with the LA&PS Academic Plan, we have nearly doubled the proportion of our undergraduate students that are international, from 5% in 2009 to 10% in 2014. This provides our domestic students with a less parochial campus environment and learning experience, in addition to providing our international students with a world class Canadian education. It also enhances the international reputation of York University and provides both York and LA&PS with an important source of additional revenue in a time of increasingly scarce resources.

Creation of the Dean's Circle of Scholars: Students in the top 2% (measured by GPA) of the Faculty are in this 'club', which has been a highly successful student engagement and student development mechanism. This cross-disciplinary concentration of high achievers has become *the* gathering place for stimulating encounters, networking, and creative inspiration.

Revamping our student services: We have taken steps to improve the quality and responsiveness of our academic advising function. Our student advising centre used to have long line-ups at the start of each semester. By redesigning its appointment scheduling system and allowing drop-ins, we have eliminated line-ups. We have plans to offer enhanced training for academic advisors and to decentralize academic advising by placing more advisors in departments and schools. We have also improved our academic petitions & appeals process. By automating some forms and processes, the waiting time for academic petitions & appeals was reduced from three months in 2012 to 45 days today, and we expect further reductions to 30 days by the Spring. Similarly, we are automating the academic honesty process to speed up the handling of cases. The major advantage of automating petitions & appeals and academic honesty is the associated information that will allow us to address systemic issues and thereby further reduce petitions and appeals and academic dishonesty.

Reduction in cross academic appointments: Split appointments were complicating, and in some cases weakening the collegial governance of departments. Some units may have had a dozen professors appointed to it, but only half a dozen if expressed in FTEs, with many of the 20% appointees not participating in departmental meetings and departmental life. We have encouraged faculty with cross appointments to move away from 20% and 33% appointments and concentrate on 40%, 50%, 60% and 100% appointments. In addition, almost all of our new hires have been 100% appointments. As a result, faculty appointments are less fragmented that they were five years ago. At the time of the merger of Arts and Atkinson, the University had promised to re-visit the issue of cross-appointments once the new Faculty was firmly established, and we have now fulfilled that commitment.

Infrastructure renewal: In the past few years we have re-located our School of Social Work into a renovated space, and have consolidated and renovated the Writing Department's accommodations. For the vast remainder of the Faculty, however, space remains an unfinished business. LA&PS occupies the oldest parts of the campus, and its units are for the most part under-spaced and located in deteriorating physical environments.

II. Challenges Ahead

II. a) Resource Challenges

A renewed funding model: Financial resources underpin the attainment of any academic plan. The University's current budgeting framework is simply unsatisfactory to LA&PS because it is not informed by the principles of transparency, equity and accountability. Faculty budgets have no correspondence to research or instructional activity and are instead historical artifacts, representing the accretion of past bases, cuts, increments and case-by-case negotiated adjustments. The planned SHARP budgeting model will, I expect, remedy much of that. Faculty budgets will be more transparent and equitable, with each Faculty collecting the funds it externally generates and being invoiced for the services it consumes. This should make each Faculty more responsive (and adaptive) to its environment, which is the essence of sound strategic academic planning.

Faculty renewal: As described earlier, 30% of the LA&PS faculty is within a decade of age 70, and our permanent faculty ranks have thinned despite growing student enrolments since 2009. We do not wish to share the fate of some US institutions, where the vast majority of undergraduate instruction is abandoned to casual contract instructors and graduate student TAs however integral those groups are to the modern university. Our hiring of CLAs is a temporary patch, and is not a long-term remedy. The Faculty needs a full-time complement of about 700 tenure-track faculty to provide full-time instruction to 67% of its undergraduate

FTEs. Reaching this target entails continuing our professorial-stream hiring pace and also hiring significant numbers of alternate-stream faculty.

Infrastructure renewal: Our Faculty is spread over 41 floors across 16 buildings. In a time where the need to improve student engagement/retention is acute, our students have no significant departmental space; they are shunted off to pan-university student commons despite the fact that they repeatedly tell us that it is with their local programs that they form the most meaningful experiences and attachments. We have a space plan which revisions LA&PS space according to collegially agreed upon principles. The impact would be a more rational and equitable distribution of space, a concentration of individual academic units in fewer locations (thereby enhancing efficiency and promoting collegiality), providing more space for students in or near their principal academic units (thereby promoting a sense of community and providing opportunities to improve our retention statistics) and addressing deferred maintenance issues in the Ross building and other older LA&PS locations on campus..

Satellite campus: For the first time in fifty years, the Ontario Government is inviting the University to think big about a new campus, and is open to funding it. This would be an excellent opportunity for York (and its college partner, Seneca) to defend its catchment area lest rival universities set up operations in our backyard, such as in Brampton, while better serving those of its students who otherwise have long commutes. Alternatively, purchasing a downtown building and consolidating York's various downtown rented premises (which are rented at premium rates) would make fiscal sense. The University needs to overcome its notion that it has grown too much, too fast. While York did have a steroidal growth period (the 1960s through to the 1980s) it has been the slowest growing Toronto university of the past 20 years.

II.b) Intellectual Challenges

During the past five years it has become increasingly clear to me that despite its motto (*tentanda via*) York is a risk-averse institution that is suspicious of changes of practice. However, to take advantages of new opportunities, it needs to think outside its comfort zone. Indeed, the University's biggest strategic challenge is not external government policies or student enrolment trends, but its entrenched and uncritically examined assumptions about how a university should operate.

Moving from a semester to a trimester model: The traditional model of students taking summer jobs to finance fall/winter studies has been replaced by students working throughout much of the year and studying throughout much of the same time. Additionally, governments and a growing portion of students aim to graduate faster than over four years.

Consequently, all of LA&PS' enrollment growth in the last four years can be attributed to a combination of international enrolment growth and summer enrolment growth. Fall/winter domestic enrolments have been flat. Summer is the most efficient place to grow, since it does not require new facilities, merely a better utilization of our campus during its slow season. This implies a change in the academic calendar, so that the summer trimester is given the same status as either the fall or winter trimesters (instead of viewing it as anomalous, and restricting it to two pockets of six weeks each, which is too compressed for a normal course load). In a trimester system, full-time professors would normally teach their course load over two out of three trimesters, and where possible would pick which two. For such a system to work smoothly, 3 credit courses would be the norm (as opposed to 6 credit courses) because they can be modularized to any semester. Faculties and Schools not wishing to be active in the summer trimester could simply elect to offer few or no courses during the summer.

Moving towards a viable alternate stream: There is no reason why the Humboldtian model of the researcher-teacher should exclusively define what a university scholar should be. Given finite resources, this would condemn the University to hiring mostly TAs and contract instructors to handle its undergraduate teaching. A mix of professorial and alternate streams is the most realistic way of getting more full-time faculty in the undergraduate classroom, and of making room within academe for colleagues with a singular passion for teaching. Fewer contract faculty and more alternative stream faculty would be expected to improve teaching quality and student engagement/retention. Counter-intuitively, more alternate stream faculty would also facilitate research intensification, by relieving some of the professorial stream's instructional pressure and making a formal 2.0 load sustainable.

Daring to be different: Too often, the University takes comfort in imitating other universities' practices (what organizational sociologists call institutional isomorphism). Whether it is in curriculum, or in student engagement, or any other area of initiative, the University should aim to be bold. Blandness and conventionality are not our allies.

Daring to send some of our sacred cows out to pasture: York's emphasis on inter-disciplinarity was a source of differentiation in its foundational decade, but a continued emphasis on inter-disciplinarity in our public communications is ineffective; every university claims to be interdisciplinary and has interdisciplinary programs to show for it. The post-secondary system has evolved to the stage where what was once innovative is now part of the basic package. To insist on our interdisciplinary nature is analogous to a car salesman emphasizing that his cars all contain radios.

I hope that the above topics will stimulate an enjoyable conversation, and look forward to joining you on the 27th.



THE LASSONDE SCHOOL OF ENGINEERING

Today's world requires more than technical problem-solving.

*The York University's Lassonde School of Engineering is creating
Renaissance Engineers: Professionals with Passion & Perspective.*

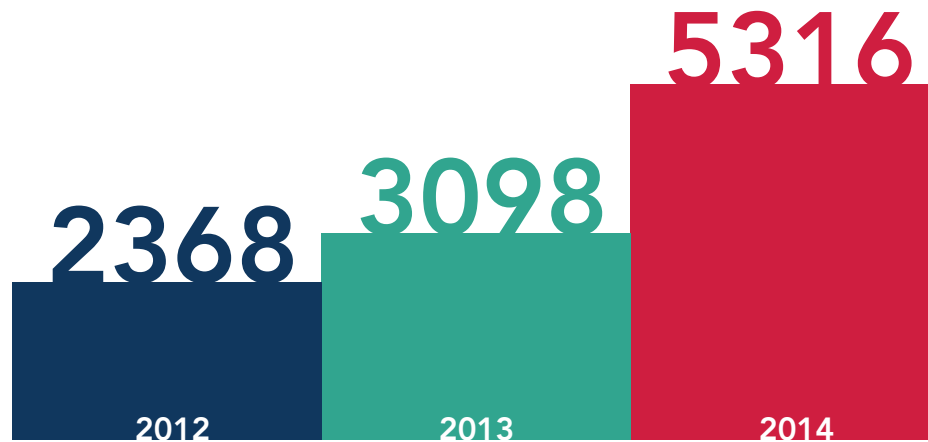


RENAISSANCE ENGINEERS

- Think in big systems not little silos -
- Design with people in mind -
- Understand real world consequences -
- Take on risk with a bias toward action -
- Ask why not -

Recruitment + Club Lassonde

Established in 2012, the Lassonde School of Engineering at York University is home to 1,100 undergraduates and 200 graduates. The School currently offers 14 degrees, including new programs in Civil Engineering, Mechanical Engineering and Electrical Engineering. In 2014, our application numbers showed a 72% increase in students applying to the Lassonde School of Engineering.



↑ **72%**
INCREASE IN OVERALL APPLICATIONS OVER LAST YEAR

↑ **112%**
INCREASE IN ENGINEERING (BEng) FIRST CHOICE APPLICATIONS OVER LAST YEAR

Applications to Lassonde School of Engineering - 2012 v 2013 v 2014 as of 02/24/2014



What is Club Lassonde?

More than a membership, Club Lassonde offers students considering applying the opportunity to connect directly with current students, receive quick and personalized answers to their questions, and the chance to participate in contests and exclusive events. Introduced for the 2014/15 recruitment year, Club Lassonde offers a new way to connect with prospective students moving from a campaign of wait and see to one focused on action. Upon registering at an event or online, an immediate and ongoing dialogue is formed between Lassonde and the applicant, filling a void often seen between first contact and application.

By the Numbers

921

CLUB LASSONDE MEMBERS

622

PERSONAL CONVERSATIONS WITH PROSPECTIVE STUDENTS BEFORE THEY APPLIED

4752

TRACKABLE AND PERSONALIZED EMAILS SENT TO PROSPECTS

7610

VISITS TO THE UNIQUE RECRUITMENT SITE CLUBLASSONDE.COM

New Programs & Student Opportunities

> Comprehensive range of Engineering, Computing and Earth & Space Science undergraduate programs

Civil, Mechanical and Electrical Engineering are new programs launched at Lassonde. The first Electrical Engineering students enrolled in 2013, and in September 2014 students will begin studying in the Mechanical and Civil programs.

Engineering

- > Civil Engineering
- > Computer Engineering
- > Electrical Engineering
- > Geomatics Engineering
- > Mechanical Engineering
- > Software Engineering
- > Space Engineering

Computing

- > Computer Science
- > Computer Security
- > Digital Media

Earth & Space Science

- > Earth & Atmospheric Science
- > Space Science

> Co-op program with placements at major corporations, SMEs & startups

> Courses for Lassonde students at Osgoode Hall Law School and the Schulich School of Business, including the Bergeron Entrepreneurs in Science & Technology program

> \$80,000 Undergraduate Entrance Scholarships (over four years)

> International study opportunities for Lassonde students including Technion – Israel Institute of Technology

New Hires



Jit Sharma

Chair, Department of Civil Engineering
Professor Jit Sharma is the inaugural Chair of Civil Engineering. He arrives at Lassonde School of Engineering with a wealth of engineering experience from around the world, having held academic appointments in India, Singapore, Switzerland and the United Kingdom.



Dan Palermo

Associate Professor, Department of Civil Engineering
Dan Palermo is a new Associate Professor in the Department of Civil Engineering. Prior to joining Lassonde, he was a faculty member at the University of Ottawa from 2005-2013 and the University of Calgary in 2004.



Hany Farag

Assistant Professor, Department of Electrical Engineering & Computer Science
Hany E.Z. Farag received his PhD degree in Electrical and Computer Engineering from the University of Waterloo in 2013. He was a Post Doctoral Fellow at the University of Waterloo from March to June 2013.



Pouya Rezai

Assistant Professor, Department of Mechanical Engineering
Dr. Pouya Rezai obtained his PhD in Mechanical Engineering (Bio-Microfluidics) from McMaster University. He was a postdoctoral fellow at the Laboratory for Foodborne Zoonoses, Public Health Agency of Canada in Guelph before joining Lassonde in the summer 2013.



Our New Building

The Lassonde School's new home will be "The Cloud", a \$90M brand new iconic building opening on the Keele Campus in summer 2015. This will be more than simply a structure. It will be a home for Renaissance Engineers. The new building is where Lassondians will work, learn and discover.

How many lecture theatres will be in the new Lassonde building? Zero. The Lassonde School's concept of the classroom is a space where students come to discuss the concepts they have learned, absorb ideas from each other, and work together on projects.

"The Lassonde School of Engineering at York University should be worth a visit.... The "Cloud," as it's called, was designed by Toronto's ZAS Architects as a monument to the contemporary engineer, a "renaissance" man or woman whose interests are as unlimited as the sky in which the building's namesakes float by." Christopher Hume, Architecture Critic, Toronto Star

"Students will be brought together in diverse classrooms, with integrated content, to interact creatively and socially. All engineering schools will have to do the same thing to create different individuals and different engineers than they did before." Pierre Lassonde



Pierre Lassonde
Engineer



Seymour Schulich
Philanthropist



Sandra Bergeron
Technology Executive



Douglas Bergeron
Entrepreneur



Ignat Kaneff
Real Estate Developer

Philanthropic Quintet

The Lassonde School of Engineering has assembled a powerful quintet of long-term investors. This team of successful entrepreneurs and philanthropists is providing both funding and strategic leadership to develop a School designed for a new generation of Renaissance Engineers™.

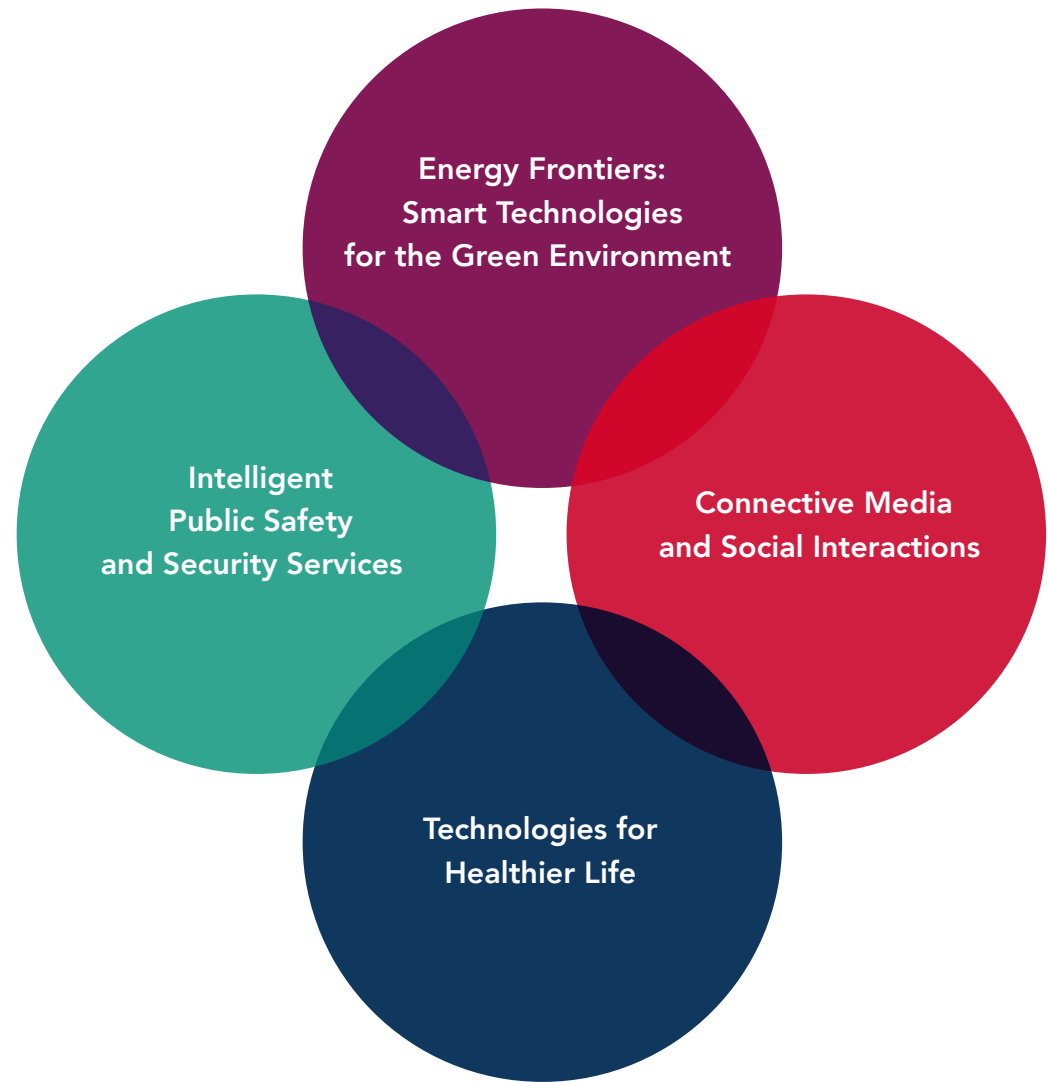
This formidable group of backers have made significant contributions to support the infrastructure, scholarships and specialist programs that will be the foundations of the Lassonde School.

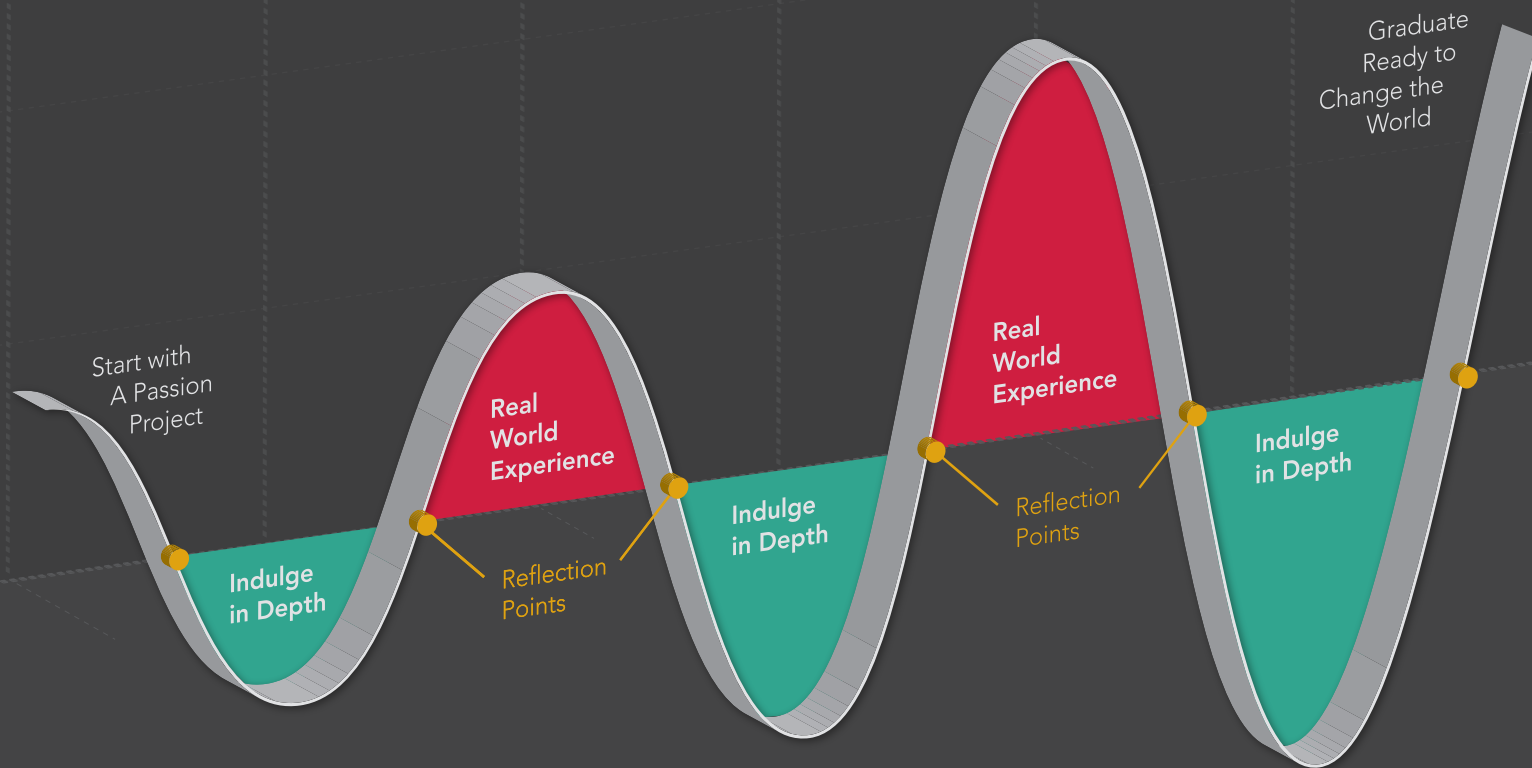
Research at Lassonde - ESPERANS

Energy, Space, People, Environment: Research Actions for a New Society – ESPERANS is the Lassonde School of Engineering’s dynamic charter of research principles that will foster excellence in curiosity-driven research in harmony with applied research and technology development, and expansion of human capital of innovative thinkers and researchers.

We are building on the institutional themes articulated in York’s Strategic Research Plan 2013-2018 and on the University’s existing strengths in applied sciences, business management, law and engineering, to answer exceedingly complex global socioeconomic questions, challenges and concerns.

ESPERANS’s principles will stimulate, unify and expand research actions towards four broad and adaptable strategic priorities with relevance to commercial impact.





A New Learning Model – Professionals with Passion & Perspective

The Lassonde School is engineering change with passion and perspective.

- We believe engineering is a creative process.
- We help students discover their passions and develop their technical chops.
- We teach outside the book.
- We create individualized educational journeys integrating diverse fields.
- We buck tradition in everything we do.

The journey we envision for Lassonde students is a sine curve, not a linear road. Education should be more like our students: colourful, creative, changing all the time.

Everyone is different. Every education should be different.

Beginning with a passion project in their opening semester our students will discover why they want to be engineers and scientists, and what problems they want to solve with the knowledge they will gain during their program.

This will give them confidence and context to indulge in technical depth followed by a period of real world experience – co-ops or entrepreneurial projects – to gain the perspective they need.

Students will then return to “base camp” at Lassonde for self-reflection before indulging in greater depth academically and another extended period of real world experience.

Our students will graduate not only as engineers and scientists. Lassondians will be professionals with passion and perspective.



APPRC Planning Discussion March 6, 2014

Osgoode engaged in an inclusive, consultative, and coordinated strategic planning process, which culminated in *Experience Osgoode: Strategic Plan 2011-2016*. Focusing on three main themes, our Strategic Plan reaffirms the Law School's commitment to experiential legal education, to research which makes a difference in the world, and to ensuring every student contributes to and strengthens the communities in which he or she lives and works. While it is difficult to identify a single guiding light for a law school as diverse in its strengths as Osgoode, it is possible to see the themes discussed in the Plan as all focused on Osgoode's engagement with outside communities, reflecting a law school which looks outward rather than inward. Our Strategic Plan builds on York's University Academic Plan and the Provostial White Paper which set out a number of key themes advanced in Osgoode's Strategic Plan, including experiential education, research intensification, expanding digital pedagogy, and student and community engagement. Osgoode continues to rank as among the best law schools in Canada (for example, placing 2nd overall in the most recent Macleans survey), and within the top tier of law schools globally.

Experiential Education

In the White Paper, the University committed to expanding its experiential educational opportunities and supporting deeper student learning through the integration of theory and practice. On this front, there has recently been significant academic and media debate over the appropriate function of law school; to teach the theory of the law or to train future lawyers. At Osgoode we believe these concepts are not mutually exclusive; in fact a great legal education should do both. Osgoode's launched the Office of Experiential Education in 2012, the first of its kind at a Canadian law school. This initiative (supported by York's AIF), was born out of Osgoode's ambitious and substantive objectives of providing students with career (professional) training as well as a liberal (academic) education. The function of the Office is to provide high quality and diverse experiential opportunities to students throughout their time at Osgoode, ensuring that Osgoode graduates have a solid foundation of professional skills required to practice law and a keen appreciation of how the theory of law applies in practice.

Osgoode currently offers the most extensive experiential education opportunities of any law school in Canada and amongst the most innovative in the world. The Office of Experiential Education's objective is to serve as a home base for all experiential opportunities and facilitate the continued expansion and development of our programming. Working with students, faculty, and community partners we are continually seeking to broaden, deepen, and diversify the experiential education opportunities available for Osgoode students. The Office also oversees a \$150K Experiential Education Fund (2012-2014) intended to serve as a catalyst for creating more experiential opportunities and pilot initiatives for Osgoode students.

In 2012-13 Osgoode also announced the introduction of a new "Practicum" requirement into the JD curriculum. Commencing with the Class of 2015, every Osgoode JD student will be required to participate in at least one significant Experiential Education environment (in-course, within-community, internship, or intensive) as part of meeting the Law School's degree requirements. The scale of our Experiential Education program has much to do with the strength of our relationships with our external collaborators and partners, including most recently: the Centre for Addiction and Mental Health (CAMH) through our collaborative Research course in Mental Health and Justice; the Human Rights Legal Support Centre through our Anti-Discrimination Intensive Program; the ARCH Disability Law Centre through our new Disability Law Intensive

Program (recently approved by Faculty Council); and the Ontario Centres of Excellence and the law firm Torys LLP through the IP Osgoode Innovation Clinic. In the Spring of 2014, a new Test Case Clinic was approved, in addition to a collaboration with the University of British Columbia on a new International Human Rights Clinical Program.

Research Intensification

Both the University Academic Plan and Provostial White Paper identify research intensification as a priority area; both also take it as axiomatic that active researchers are also active teachers. As set out in our own Strategic Plan, Osgoode is committed both to broadening and deepening our research culture. Under the leadership of our Associate Dean, Research, Graduate Studies and Institutional Relations, Osgoode has developed a Research Plan which includes broadening Osgoode's research culture by providing every JD student with meaningful research opportunities. As the upper-year JD curriculum reforms are implemented, JD students will be engaging in more research and more writing than ever before. The third-year writing requirement, in addition to the existing research and writing requirements, will require greater institutional support – whether through faculty supervision, library support or new initiatives such as developing new writing instruction and tutor programs.

The lifeblood of research at Osgoode remains our faculty. Osgoode is committed to disseminating its research both in traditional and innovative ways. Osgoode faculty are well known for providing policy and law reform advice at the highest levels, for their frequent appearances as expert commentators, and for their active involvement in community-based research. Recent examples include the Nathanson Centre Forum on Afghan Detainee Policy, the Hennick Centre report to the Ontario Minister of Finance on Corporate Social Reporting, the RedLeigh project on Human Rights Education in Latin America, and the wide attention received by our award-winning blog <TheCourt.ca>. We are committed both to expanding the number and reach of such endeavours in the coming years, and to capturing this activity more effectively in our communication.

Knowledge mobilization also remains a priority for the law school. In the Spring of 2014, Osgoode is rolling out the Digital Commons. It is the leading hosted institutional repository which not only allows schools to maintain control over content, but unlike SSRN, scholarly material and special collections in Digital Commons repositories are highly discoverable in Google, Google Scholar, and other search engines. Supported by bepress, the Digital Commons will give Osgoode's institutional scholarship additional exposure and is also the platform through which the digitization of the Osgoode Hall Law Journal, as well as a range of other journals, conference proceedings and faculty research, will continue.

Rejuvenating faculty with an ambitious Complement Plan is central to achieving Osgoode's research goals just as it is central to advancing our curricular goals. Pursuant to the White Paper, increasing the full-time faculty complement remains the paramount goal for York over the next decade. Osgoode needs not only talented and energetic new faculty members but also faculty with ambitious research agendas, faculty with a commitment to student first pedagogy, and faculty who contribute to the diversity and pluralism of the Law School through the diversity of their perspectives and experiences. In the 2010-2014 period, Osgoode will have hired 14 new tenure stream faculty members (as against 7 retirements and departures).

Digital Legal Education

York's White Paper highlights the need to enhance learning through the use of technology. To be sure, technology continues to define the future of legal education. In the next five years, we hope to move from technology enhancements in classroom learning, to a more seamless integration of on-line and in-class pedagogy. We also look forward to developing truly global classrooms. This includes harnessing the additional functionality of classroom and meeting spaces in our newly renovated and fully upgraded Ignat

Kaneff Building, and continuing to invest in leading edge technology and training, so that Osgoode can continue and extend its leadership position in technology and pedagogy nationally and internationally.

In the realm of technology, law schools are at the crossroads of major change. In response, in 2013, Osgoode embarked on an ambitious Digital Initiative to build on, extend, enrich and better coordinate the multiple initiatives already underway at the Law School and determine which new areas to develop (whether in areas of pedagogy, research, student services or Osgoode community life). These ongoing initiatives, along with a selection of best practices from other institutions, have been summarized in a draft background paper and circulated to members of the Osgoode community. We are keen to engage our students, staff, faculty and alumni in the discussion of our digital future over a series of virtual and physical town halls, roundtables and discussions.

Osgoode's Digital Initiative is as much about a process as it is aimed at charting a clear and compelling path forward. Not every innovation will be sustainable, beneficial or advance Osgoode's mission. At the end of the day, the question is not whether we are ready for digital legal education, but rather how can we harness its potential to the fullest. The Digital Commons (mentioned above), a new MyJD student services portal, new social media-based communications strategies, all form part of seeing the Law School through a digital perspective. Osgoode Professional Development (OPD) is investing in ambitious distance learning platforms for our professional LL.M. program, Osgoode's Faculty Council approved a new Technology in Law course in February 2014 and is considering proposals both for a flipped classroom approach to Legal Research & Writing and a fully on-line directed research course on the ethics of digital lawyering. A Digital Initiative Interim Report will circulate through Faculty Council in March of 2014, and funding has been set aside for a proposed Digital Pedagogy Fund.

Student and Community Engagement

York's White Paper emphasizes the importance of creating an engaged campus: a campus in which students feel themselves to be part of an extended community committed to their personal and academic success. At Osgoode, we understand the important relationship between academic success and personal wellness. We also understand that there are a multitude of factors that may be impacting these areas of a student's life and are committed to helping students manage and overcome barriers to personal, academic and professional success.

In addition to our other student supports, such as career counseling and student financial services, our Student Success and Wellness Program is designed to be an accessible, safe, and confidential support service for individual students and is committed to furthering institutional wellness and inclusivity at Osgoode. Our Success and Wellness Counsellor is an experienced professional in both law and counselling and is available to help students develop and fulfill their personal and academic potential while at law school by providing advising, counselling, resources, referrals, and crises intervention services. The Student Success and Wellness Program is committed to providing services that respect the dignity and values of all students and is reflective and inclusive of each student's unique interests, needs and values.

Osgoode also engages with community through the curriculum itself. The Osgoode Public Interest Requirement (OPIR), adopted in 2007, involves students engaging in at least 40 hours of legally related public interest work, followed by a reflective opportunity to connect this work to the student's legal studies. Through OPIR, close to 100 Osgoode students are engaged in work on justice education with youth at risk in Northwest Toronto high schools, while other students work with Pro Bono Students Canada (PBSC) providing critical legal information and services to clients in need of access to justice.

Art and culture represent other media through which Osgoode engages with communities both within and outside the Law School. In 2013, Osgoode welcomed its inaugural Artist in Residence, Cindy Blasevic, who is working with a group of JD students on a photo essay project for academic credit devoted to the closure of

the Kingston Penitentiary. Cindy is working with a range of other Osgoode students on advancing the Law/Arts/Culture initiative at the Law School. Also in 2013, Osgoode commissioned Ya'Ya Heit, an indigenous artist from northern British Columbia to design and carve a signature sculpture depicting the relationship between indigenous peoples and justice which will be located in the main entrance foyer of the Law School.

York aspires to be a socially responsive university committed to accessible education and social justice. At Osgoode, the culture of engagement within and outside the Law School continues to flourish. Attracting the very best students and maintaining accessibility remain a primary commitment. Osgoode's JD Admission process and criteria were substantially revamped in 2007 to stress both excellence and equity. In 2012, Osgoode launched an Accessibility Fund, which provides resources for in-program bursaries, graduation awards to mitigate high debt, and research assistant opportunities for students in need. By 2014, over \$400K has been disbursed through this Fund. Osgoode will continue to seek outstanding students whose academic abilities, varied experience and sustained engagement will make a social and intellectual contribution to the Law School, and the broader community.

As Osgoode continues to pursue the ambitious goals within the Experience Osgoode Strategic Plan, we are also dedicated to measuring performance, enhancing transparency, and developing key metrics for tracking our success. In addition to revamping our Law School Annual Report, Osgoode also now provides annual filings to the Federal of Law Societies of Canada as part of a new national accreditation regime Canadian law schools. In 2013-2014, Osgoode has participated in a Cyclical Review for the JD and Professional Masters programs. We look forward to incorporating the input from this Review in both our planning and accountability initiatives.

APPRC 2014 PLANNING DISCUSSION: SCHULICH SCHOOL OF BUSINESS

I. Current Focus and Achievements

The Schulich School of Business has four major areas of strategic focus: global orientation, research intensification, innovative and forward-looking programming, and the integration of a much broader frame of reference in all of its business programs. Of course, student quality remains paramount.

Global Orientation

Schulich is one of the world's most globally oriented centres of management learning. Actions/Strategies listed under Objective 3.1 of Schulich's IRP indicate some plans for enhancing our global reach, but of course global orientation is central to all our future plans. Schulich has campuses in Hyderabad, India and Beijing, China. The School operates Satellite Centres used to recruit and place students, as well as deliver executive education programs and manage international Alumni activity and media contact, in Beijing and Shanghai, China; Mumbai, India; Seoul, South Korea; Mexico City, Mexico and Sao Paulo, Brazil. In addition, Schulich has exchange partnerships with 83 leading business schools in 36 countries, and operates 86 alumni chapters in 63 countries, with more than 25,000 alumni working in over 90 countries.

Schulich began delivering executive education in Mumbai, India in 2005. In 2010, Schulich became one of the first leading international business schools in the world to offer an MBA degree program in India through a twinning arrangement in which students spent the 1st year in India and the 2nd year in Toronto. Schulich is one of only a few foreign schools to have received accreditation from the Indian government. In November 2013, Schulich established the Sino-Canadian Joint Center for Executive Education at Beihang University, Beijing, one of China's leading science and engineering universities, becoming one of a select number of business schools worldwide able to offer executive education inside China. After having pioneered international management education in Canada and world-wide, Schulich trademarked itself as *Canada's Global Business School™* and *Canada's Transnational Business School™*. Schulich launched Canada's first International MBA and BBA degrees, as well as North America's first cross-border EMBA degree, the Kellogg-Schulich EMBA. Schulich has international dual degree programs with business schools in China, Germany, Thailand, Chile and Mexico. As a result, Schulich has one of the largest if not the largest global footprint among business schools around the world.

Schulich is also a recognized leader in global outreach activities. The School offers a Global Leadership Program within its MBA program, which involves creating a market-entry strategy for a foreign company interested in entering the North American market, or a Canadian company contemplating foreign markets. In November 2013 Schulich established the Centre for Global Enterprise at York University, a one-stop consulting, research and teaching hub that will actively help Canada's small and medium-sized businesses to compete internationally. The program is supported with funding from Export Development Canada, the Certified General Accountants of Ontario, Scotiabank, and the Royal Bank of Canada.

Research Intensification

Schulich's commitment in support of research is strong and enhancing research performance is a long-term proposition (see Objectives 1.2; 1.3; and 1.4 of Schulich's IRP). For more than two decades, Schulich has pursued research intensification through a number of measures: attracting and retaining excellent faculty with demonstrated or promised research strength; continuous improvement of our administrative support for our researchers and our methods of feedback and encouragement of research; and the fostering of collaborative research activities and partnerships within and beyond the University.

SSHRC funding results have been strong with success rates increasing over the past 4 years, last year reaching 62.5% compared with a national success rate of 29%, and a York (excluding Schulich) rate of 36%. Figures received this year indicate a decline in the success rates everywhere: Schulich 28.6%; York 27.7%; the national average 21%. However, if we take into account 4a applicants, 85.7% of our faculty applications have met with approval. Even with the drop in awards, the 5 year average remains at 48.96%, above the York and national averages. Over 35% of faculty hold an external grant administered through York with funding levels averaging nearly \$1.2M over the last 4 years

A notable measure of the quality of research in a business school is its standing in various global rankings. The Aspen Institute's global 2011-2012 "Top 100" biennial survey ranked Schulich #1 in the world in research output in the field of environmental and social impact management. The *Bloomberg Businessweek* biennial ranking published in 2012 rated Schulich 5th in the world outside the US in its "Intellectual Capital" category, which measures high-level research output. The 2013 *Financial Times of London* ranking placed Schulich among the top 10 publicly-funded business schools in the world in the area of research, and the organization's overall ranking of top business schools in the world has placed Schulich between 16th and 29th over the last five years. In addition, the *Financial Times* ranks the Kellogg-Schulich EMBA 11th in the world in the "Research" category, which measures the number of articles published by the entire faculty in leading academic and business practitioner journals.

Attracting and retaining excellent tenure stream faculty is a central component of our strategic plan (see Objective 1.1, Action/Strategy 1.1.1 and Objective 2.1, Action/Strategy 2.1.1 of Schulich's IRP). A critical element of our strategy is the creation of externally-funded positions. Our 26 chairs and professorships (with more under discussion), accommodate about 1/3 of Schulich's tenure stream faculty.

Innovative and Forward-Looking Programming

Building on Schulich's tradition of innovative programming, the School has launched a number of new MBA-level specializations and new, professionally oriented Masters degrees over the past several years. These new specializations and degrees are a strategic response to the slow growth in demand for the traditional, generic MBA degree in Canada and the developed world in general (while, conversely, demand in emerging markets is experiencing exponential growth). To differentiate itself from the traditional and more generic MBA degrees offered by many business schools, Schulich early on engaged in the development of industry-specific MBA specializations in Real Estate, Health, and Arts & Media (cultural industries) as well as programmatic activity to address Financial Services. More recently, the School added an Infrastructure specialization and in September 2012 launched a Global Mining Management specialization, becoming the only school in the world to offer such a program. In September 2013, Schulich launched a new MBA specialization in Private Wealth Management, revamped its Nonprofit Management specialization by adding a new focus on social finance and social entrepreneurship, and added a Diploma in Health Industry Management. At the undergraduate level, Schulich introduced a new certificate in Managing International Trade and Development in Fall 2013 in partnership with Export Development Canada (EDC) and is currently working with EDC to create a National Curriculum in Integrative Trade for undergraduate business students across Canada. At the Master level, Schulich established a Master of Finance (MF) degree in 2009, and introduced two new streams within the MF program in September 2012 (Capital Markets and Financial Risk Management) and a third stream in Regulatory Affairs in September 2013, becoming the only business school in the world to offer a program in this new and emerging field. Schulich launched a Master of Business Analytics in September 2013, one of the first programs of its

kind in the world, and a Master of Accounting in May 2013. With respect to the Accounting field, Schulich had the foresight to design programming that responded to the need for Masters level programming for accountants and has worked with CAs in Canada to develop a stream for them in our accelerated MBA program. (Further discussion of this activity is found in II: Future Plans & Goals, below.) Within the Master of Business Analytics program, Schulich added new streams in 2013 in the areas of Marketing and Supply Chain Management. These unique and innovative programs allowed Schulich to increase enrollment of domestic students. Given the School's focus on new and emerging fields of business, Schulich trademarked itself as *The Business School of the 21st Century™*.

Broader Frame of Reference

Schulich has traditionally gone beyond narrow economic criteria in all of its programs by taking a broad approach to management that incorporates social, ethical, and political considerations as well as environmental dimensions. This is evidenced in the School's degree offerings and program specializations, including a Master of Public Administration (MPA) degree, as well as required courses in Business History and MBA specializations in Business Ethics and Business and Sustainability. The School recently established a Centre of Excellence in Responsible Business focused on integrating responsible business concepts and themes, also known as a triple bottom line orientation, throughout the curriculum. Given that Schulich is a world leader in responsible business, the School partnered with McKinsey & Company in November 2012 to host a one-day conference called *Capitalism for the Long Term* that attracted a number of leading global thinkers and chief executives. Another indicator of Schulich's broader frame of reference is the School's partnering with *Corporate Knights* in 2013 to create the inaugural *CK-Schulich Business for a Better World Case Competition*. For this year's competition, students were required to assess the global energy operations of Suncor and develop a business plan to improve Suncor's overall sustainability performance relative to its peers in the oil and gas sector. The 3rd and final round of the competition saw the top three teams presenting at the World Economic Forum in Davos on January 24, 2014.

Reputation: Global & National Rankings

As a result of Schulich's success in its strategic areas of focus, the School has excelled in global and national rankings. In Fall 2013, Schulich was ranked #1 in Canada in seven straight rankings, and in two of those rankings was rated #1 in the world. Schulich's MBA program is ranked among the world's leading schools by *The Economist*, *Forbes*, *Bloomberg Businessweek*, *Expansión* (a Time Warner publication based in Mexico City), *Financial Times*, *The Wall Street Journal*, *Corporate Knights* and the Aspen Institute. Schulich is also ranked #1 in Canada by *The Economist*, *Forbes*, *Expansión*, *Corporate Knights*, *Canadian Business* and the *MBA50.com Premiership*, a ranking that consolidates the results of a broad range of major global surveys. In the *Poets&Quants* "Best Non-US MBA Programs of 2013" ranking, Schulich placed #1 in Canada and #11 among all business schools outside the US. This ranking is a composite of a business school's standing in four major global MBA rankings: *The Economist*, *Bloomberg Businessweek*, *Financial Times of London* and *Forbes*. In the *2013/2014 TopMBA Global 200 Business School* ranking, Schulich placed 13th overall in North America, just behind University of Michigan and MIT and ahead of Yale and Stern. Schulich's MBA program is ranked #1 globally by *Corporate Knights*, the world's largest circulation magazine with an explicit focus on Corporate Social Responsibility, and #2 in the world, behind Stanford University, by the Aspen Institute, a Washington, DC-based leadership think tank (which ranked Schulich #1 in its previous biennial ranking). The *Corporate Knights* and Aspen Institute global surveys both identify which schools are doing the best job of preparing future business leaders for the environmental, social and ethical complexities of modern-day business. The School's Kellogg-Schulich EMBA program is ranked #1 in the world by *The Economist* in 2013, #5 in the world by *The Wall Street Journal* in its most recent ranking (as part of the Kellogg global network of EMBA partner schools) and #1 in Canada and among the leading programs in the world by the *Financial Times* of London.

Student Quality: Attracting and Retaining Excellent Students

The attraction and retention of excellent domestic and international undergraduate and graduate students is fundamental to the Schulich School of Business (see Priority 2 of Schulich's IRP). Our undergraduate enrolment strategy has been to maintain, as a rolling target, an entering class of approximately 400 students. However, to assist with University enrolment targets, Schulich went beyond this number in September 2013, welcoming 477 undergraduates with a 90% minimum cutoff, admitting 1 in 10 applicants. At the graduate level, Schulich has vigorously worked to meet the enrolment targets agreed to and has also been engaged in increasing its annual domestic targets as part of a University-wide efforts, taking in close to 450 graduate students (Masters and Doctoral programs) in September 2013 and expects another 150 MBAs will enter the School in the winter and summer semesters in this academic year. It continues to be our assessment that the domestic market for 'premier' MBA degrees is a mature market and, in response, Schulich has broadened the appeal of its programming as discussed above. At the PhD level, applicant quality and interest has strengthened over the years and we are seeing the number of highly qualified applicants increase to 10 times our intake target.

Having Schulich-based service offices is critical to our continued success, and we provide excellent support and opportunities to all our students through the internal-to-Schulich services units, through international study opportunities, and through Schulich's Alumni Office. We have recently engaged in a re-visioning of the Career Development Centre so that it can better serve our students (including our EMBA students) in global placement, and are engaged in a re-visioning exercise of our Student Services and International Relations offices to ensure they respond to emerging challenges in global recruitment.

Competition for the best students is intense, both nationally and internationally. In addition to excellent and innovative programs and services, the School must provide scholarships, bursaries and financial-aid packages that are competitive and meet the real needs of students. Recent successes include the renewal of the Krembil Scholarship Program (valued at \$1.6M); individual donations such as a recent gift from an alumnus of an endowed \$100,000 fund to benefit international students; and negotiation with Canadian banks to offer low interest lines of credit to domestic and international students.

Infrastructure: Supporting the Academic Enterprise

Physical infrastructure remains a key element of Schulich's success (see IRP objectives 1.3 and 2.5). Schulich has been successful in fund raising to improve study space for students (The Deloitte Students Commons) and has used its operating funds to upgrade its computing system for faculty and students. In 2006, The Seymour Schulich Building won the Governor General's award in Architecture. This year TopManagementDegrees.com has listed Schulich 25th among its "50 Most Beautiful Business School in the World – 2013". As well, our new Hyderabad campus made the *Financial Times* of London's 2014 Business School Architecture slideshow.

II. FUTURE PLANS & GOALS

Schulich has many specific plans for new initiatives and programs in the next 3 to 5 years that fall within the key strategic areas noted above. As well, in the face of relentless, rapid and often unpredictable change, Schulich must continue monitoring the management education landscape to identify emerging trends and new opportunities for growth in markets around the world in the years to follow.

Global Orientation

The School has firm plans in place to continue enlarging its global footprint in the coming years. Schulich has concluded program design for a stand-alone Schulich EMBA program to be offered in Hyderabad, India in 2015 as a complement to the MBA twinning program which commenced in September 2013, and in Mumbai in January 2010, and intends to proceed with plans to offer a full MBA program delivered entirely in India once the country introduces anticipated legislation that will allow foreign education providers to do so. Schulich will also expand its executive education offerings at its new campus in Hyderabad, and will roll out Master programs in both India and China within the next 2 to 3 years. The School will also expand its academic exchange network by adding new partnerships with schools in Turkey, Central America, Finland and South Korea, and extend its suite of dual degree programs with leading schools in Peru, Japan, Spain and France.

It is important to continually assess the emerging global need for management education and areas of increased student mobility. The School prepared a report on International Student Mobility for the Ontario Government in 2011 (updated in 2012) advising them on strategies for responding to global mobility issues throughout the education sector. This report drew from our own strategic planning in this area as well as assessment of national and international strategies and trends. For Schulich, our focus has moved beyond China and India to regions such as Mexico and Latin America.

Research Intensification

Given the size and complexity of Schulich's programs and the global competition it faces, increases in faculty appointments will continue to be crucial to enhancing the research culture and productivity of the School as well as continuing progress in achieving a more appropriate ratio of full-time to part-time Schulich instructors. Our challenge is to provide an academic environment that encourages research, attracts and retains faculty and to provide compensation that is financially competitive. Funding from grant and tuition income has long been insufficient, hence the need for continuous fundraising.

Innovative and Forward-Looking Programming

Schulich will continue introducing innovative new programs by broadening its portfolio of MBA degree specializations as well as its growing suite of Master-level programs. The School will introduce a new MBA industry specialization in Global Retail Management next year, with plans to develop an MBA specialization in Agri-Business the following year, expected to be one of the first such specializations in the world. The School also plans to launch two new Master degree programs within the next two years, including one in Real Estate and Infrastructure and another in Social Media Marketing. As a result of the anticipated merging of Accounting professional designations in Canada (CA/CMA/CGA) to form one unified body (CPA), the School plans to incorporate the new CPA curriculum and requirements into its undergraduate and graduate degree programs. Schulich also plans to change the program length of its new Master of Accounting degree from three semesters to four semesters in order to allow undergraduate accounting students to directly enter the second year of the Master-level program. In addition, the School will create a 1-Term Certificate program that will count towards the new CPA accreditation requirements.

Broader Frame of Reference

Schulich's global leadership in the new field of responsible business positions the School to enhance its reputation and programming in this increasingly important area of management education. Schulich is working with McKinsey & Company on a joint publication, scheduled to be published in late 2014, based on the discussions at the *Capitalism for the Long Term* forum the two organizations co-hosted in 2012, to be entitled *Re-Imagining Capitalism*. In addition, Schulich is also working with McKinsey on organizing similar forums in the next two years in China, India and Brazil. As well, Schulich is working with *Expansión* Magazine to develop a new survey methodology to evaluate how

top Mexican corporations are doing in regard to Corporate Social Responsibility and Business Ethics. The methodology will be applied to Expansion's Top 500 Mexican Companies survey, one of their most successful special editions. Eventually, the survey will be expanded to include firms from across Latin America.

Infrastructure

Schulich's key planning challenges regarding infrastructure are the requirement of self-financing projects as well as the sometimes lengthy internal processes required to move forward in a timely fashion in the face of intense and immediate competition from other business schools. We have developed a proposal for a new academic wing to better serve our researchers and our graduate students and expect to break ground in the spring of 2015. Once the necessary legislation is approved in India for the operation of a complete academic program there, the construction of the full campus will begin (at no cost to York).

Emerging Strategic Direction of the School

Business Schools today must look beyond 2020 in their choice of strategic direction. Our strategic ambitions for 2020 and beyond include the deliberate and coordinated activities discussed above. These choices represent key elements of the larger strategic ambitions of the School, which I will discuss with you at our meeting on March 13, 2014.

Notes for FSc meeting with APPRC March 6 2014

“Planning Challenges and Approaches”

D. Hastie Interim Dean

Preamble

The Faculty of Science (FSc) returned to its original name on May 1 2013. Professor Hastie was the Interim Dean of the Faculty of Science and Engineering at that time and has been the Interim Dean of the Faculty of Science from May 1 2013, with a new Dean having being appointed for July 1 2014.

The current leadership has continued to take a conservative approach to Faculty initiatives. It is essential that FSc be on a sound footing to accommodate the new initiatives that will come with new leadership and this remained a major consideration of the current leadership. However with the extension of Interim Dean Hastie’s term for a second year came the realisation that several initiatives could no longer be postponed. This report is based around headings in the IRP which is supplied.

Priority 1 Academic Quality in Research and Teaching

Objective 1.1 Enhance FSc’s strong research profile, building in existing areas of faculty strength and expertise.

The Faculty success rate in NSERC has continued to be high. Particularly gratifying is the continued high success rate among our newly appointed faculty members. More worrying has been the success in the CIHR competitions. Admittedly the success rate in these competitions is typically 15% but, along with our colleagues in the Faculty of Health, we have challenges cracking into the top echelon. The Faculties have combined to strengthen the internal review process which, although only recently implemented, has resulted in the desired culture change. This, combined with input from grant committee members and our professional staff, has raised the quality of the applications. We need to refine our support for faculty members as a number were only one or two rankings below being funded. We need to monitor the upcoming changes in the CIHR awards process. We were not responsive enough 4 years ago when NSERC changes hit our funding success. We must respond more quickly this time.

Science research is highly dependent on physical infrastructure. FSc is blessed by some of the best facilities in the country, most notably in LSB, but this is not uniformly the case. There are buildings in our precinct that go back to the beginning of the Keele campus. There are a number of issues that have arisen. The first is that the older buildings are not well suited for the kind of research that is currently being undertaken by our new faculty members. The costs to refit a lab following a retirement are bordering on the prohibitive. Often decisions on locating labs are based on renovation costs rather than what is best for the researchers. Second, modern biological research is increasingly dependent on animal models. This has been paralleled by an increase in the standards for animal housing resulting in a significant increase in operating costs. Specifically the vivarium in Farquharson

is constantly being renovated to meet animal number and regulatory requirements. This is also our oldest building which is least amenable to such renovations. Third the basic infrastructure is failing. This winter alone there have been 2 burst pipes in the Farquharson building. One of the recently recognised leading researchers had 4 inches of water in his lab. Two new faculty members had enough water in their lab to blow a fuse and this certainly has not helped a mould problem in the basement. We really must invest in maintenance if these older buildings are to remain viable research buildings

Technical shop support (machining, electronics and glassblowing) is critical for the research laboratories as it enables researchers to design and fabricate state-of the-science instrumentation. With the introduction of the SHARP budget model FSc will simply not be able to subsidise the shops to the level we have in the past. To continue to offer this support we are going to have to streamline the activities to decrease costs as well as improve cost recovery. We have started to develop a new model aimed at lowering the subsidy.

Graduate students are critical to the research enterprise in FSc where the student/mentor relationship is strongly developed. We will continue to work with the Faculty of Graduate Studies to bring our students fully into FSc. This cannot happen too soon. FSc control of the graduate finances will bring the clarity necessary to balance the financial costs and program benefits of international students.

Priority 2 Student Success

Objective 2.1 Increase Student retention and academic success

Objective 2.2 Improve the educational quality and delivery of education

For our existing students the area that we find causes the most stress to our students, and we believe is a major factor in lowering retention rates, is the increased quantitation of Science at the University level. Students are not particularly math literate and, through collaboration between Bethune College and the Department of Mathematics and Statistics, we have expanded support in this area. The 4 day Math Review sessions are given prior to the start of the academic year and in co-curricular days and during reading week. We are reaching over 300 students per year with this program alone. The challenge here is the human resources to sustain the program. Faculty member assignments are somewhat ad-hoc and one of the key players will be retiring soon. We are examining ways to get more academic support to this program.

The easiest way to improve retention is to raise entry standards. Given that is not feasible we have pursued a slightly different approach. Our research has shown that students who have repeated high school courses have lower first year GPAs at York. The Faculty Council has passed a motion to use average high school grades rather than the highest. Students who lose admission as a result of this change will be replaced by students with slightly lower high school averages but who have not repeated courses. This can be done without going below the 75% admission threshold. The challenge is to operationalize the admission of the latter group of students.

Implementing well thought out and fully supported e-learning and experiential education is an obvious way to improve the educational quality and delivery of teaching. FSc has participated in several AIF activities to build a base of expertise in this area. With this base, the Committee on Teaching and Learning has passed a resolution "Integration of eLearning and Experiential Education in the Faculty of Science" through Faculty Council. This maps the way to have a faculty (small f) led curriculum

review to identify the pathway identifying specific courses for which it is pedagogically appropriate to deploy eLearning and experiential education approaches. The challenge is in the uptake by individual faculty members. We believe that the institutional commitment and the local expertise will result in a large uptake in e-learning and EE.

At the extreme end of the EE continuum is co-op. These programs give in degree exposure and experience in the workplace and prepare the students for when they leave York. Such programs give heightened visibility to the Faculty and the spin off application growth will enable us to increase enrolment and raise entry standards. An FSc AIF program has initiated and piloted a full co-op program. The second pilot year will place students in positions this summer. Seventeen students have taken the introductory course and are ready for placements. Working with the career centre there are now 44 companies that have expressed interest in taking York co-op students. The challenge with co-op is its sustainability. The application growth due to co-op is not measureable so we can only look at the direct costs and benefits of the program. By this measure it will never be financially sustainable.

We continue to assert the importance of the Alternate Stream as a key component to our Faculty complement. This is demonstrated by the number of Alternate Stream faculty members in AIF projects. All units in FSc have Alternate Stream faculty so we are awaiting clarity around the new collective agreement before moving forward with more such positions.

Priority 3 Community engagement

Objective 3.2 Build a sustainable Science camps program that reaches into our community.

In addition to expanding Science Rendezvous in Markham, we ramped up our outreach to school students substantially in the last year. We have doubled the number of grade 3-9 students attending the Science Explorations Summer Camps to 300. We have been visiting High Schools to deliver In-School Workshops and will expand this to public schools next year. Science Saturdays brings grade 3-8 students onto campus for science programming. This winter we will run a March Break Science Safari for grades 3-8 and for grade 9-12 students we will be running a research based Summer Science Institute. The challenge with these activities is to maintain the financial sustainability. Currently we have external funding to supplement fees and with the exception of in-school workshops all programs remain viable into the next year and beyond. This is while maintaining our significant bursary support to students with financial challenges.

These activities are aimed at making York University the obvious science education institution in the northern part of the GTA, for students and parents alike. Public school programs are aimed at science literacy and developing a fascination with science. Upper grade level activities have the additional goal of recruiting.

YORK UNIVERSITY LIBRARIES REPORT TO APPRC



2/25/2014

Opportunities

Two approaches are used to advance the University's academic plan: York University Libraries' strategic plan; and collaborations.

York University Libraries' strategic plan, [New Horizons for the Digital Age](#), focuses on transformational areas for change and growth and reflects the Libraries' leadership roles and contributions to the University. The plan contains five themes:

- **Foster student success through teaching and learning:** We will expand our roles as teachers of research skills and embrace broader roles as champions of academic literacies.
- **Enrich learning environments:** Libraries (virtual and physical) are a crucial part of the learning infrastructure in which communities of learners explore, discover, interact, engage and assimilate knowledge and ideas.
- **Steward York's research assets:** We will ensure that research outputs created by our faculty and students and our unique collections will be preserved for discovery, sharing and re-use by future generations.
- **Advance York's research culture and reputation:** York University Libraries will provide support and infrastructure for evolving data driven research while carrying out our own practice-based research.
- **Cultivate people who are the learning organization:** Support the development and new skill sets that are required for the 21st century library.

York University Libraries continues to advance the University's academic plan by building [collaborations at different levels](#): nationally through programs that strengthen research; provincially through programs that support the undergraduate, and locally through York initiatives that create synergies for teaching, learning and research.

Learning

The academic success of students is a top priority for York University Libraries. The Libraries are engaged in programs that support UAP goals.

Glendon Campus | Alumni | Research | Giving to York | Media | Careers | International | York U Lions **ACCESSIBILITY**

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E-Learning

The libraries' online presence is robust with over \$7M spent annually on electronic resources

Virtual reference services offered seven days a week. Online library guides developed for specific programs and courses SPARK, the Students Paper Academic Research Kit was launched in 2013/14. This e-learning resource guides students through the process of completing an assignment. Already it has won an award, attracted the attention of [Academica](#), and was featured as a Contact North Pocket of Innovation webinar.

First year experience

Academic literacies are essential for students to succeed at university. The Learning Commons partnership has demonstrated the value of campus collaboration to provide students with opportunities to acquire library research, writing and learning skills. The Learning Commons model has potential to expand into areas such as peer supported learning groups, learning communities, and statistics and numeracy programs.

The Gap: Libraries have a significant role to play in student learning on campus. Virtually, the library has a solid record of innovation and success. The SPARK online learning toolkit and virtual reference are two success stories in the virtual realm. On the physical front, the York University Libraries have enormous yet unrealized potential. The Libraries are among the busiest libraries in North America, regularly reaching 20,000 visits on a single day, yet our library facilities have fallen significantly behind both in terms of the quantity of student space and the quality of the environment. Two major surveys, NSSE and LibQUAL, reveal that undergraduates are extremely dissatisfied with their library space. A study of other universities in Ontario reveal that York has one of the highest students/library seat ratio. The poor quality of library spaces for our undergraduates will be more evident in 2015 when GTA students visit the renovated Robarts Library at University of Toronto or the new Ryerson library building on Yonge Street.



Collaboration

Despite fiscal constraints and infrastructural challenges, York Libraries have been able to affect transformational change by leveraging collaborative opportunities.

National: Through national collaborations, university libraries in Canada successfully applied for CFI funding to accelerate the transition from print to electronic format of library collections in social sciences and humanities. Between 2007 and 2012, York libraries used the CFI funds to acquire access to large scholarly collections such as historical newspapers and primary history resources (Early English Books Online). Currently some research funding organizations would like to see research data made openly accessible for at least five years. Consequently another nationwide collaboration is working towards developing infrastructure that will support the storage, sharing and re-use of data.

Provincial: York benefits extensively from the collaboration of 21 Ontario university libraries in building a shared digital library. In 2013, over \$1M was allocated by MTCU to the Ontario Council of University Libraries (OCUL) to implement the primary infrastructure for a cloud storage, shared data program. Faculty and students at York also have access to Scholars Geoportal which was built with \$1M in seed money from the province of Ontario. Over the years Ontario financed the implementation of several other OCUL systems including a shared data program, an ebook platform and ejournal preservation program for all OCUL libraries and their parent institutions. Most recently OCUL has expanded a new program to assist students with disabilities. The [Accessible Content E-Portal](#), otherwise known as ACE is a growing repository of accessible texts is now available as part of the Scholars Portal Books platform to users with print disabilities at OCUL institutions across Ontario. The repository aims to make Ontario's university library collections accessible, enhancing user access to a diverse body of library materials. To date the repository contains over 1,350 texts available in five accessible formats.

York: Campus collaborations between the Libraries and individual faculty and other student services continue to yield positive results. The Learning Commons collaboration with the Writing Department, Learning Skills Services, and York University Libraries was awarded \$250,000 in AIF funds to build SPARK. Continued support from the Provost is allowing the Learning Commons to expand SPARK to include a new Academic Integrity module as well as a module for faculty on how to incorporate SPARK into their courses and curricula. In addition, the Learning Commons in the Scott Library provides a central integrated hub for in-person academic supports and workshops provided by the Writing Centre, Learning Skills, Scott Reference Department and the Career Centre. This physical home for the Learning Commons is a strategic place to reach out to students with 20,000 students walking through the library doors in a single day.



SPARK Steering Committee received the OCULA Special Achievement Award (pictured here with Kristin Hoffmann, OCULA President)

Research and Reputation

York University Libraries' strategic drivers for research and reputation are reflected in York's overarching Strategic Research Plan, *Building on Strength*: which describes how York's librarians and archivists serve as active stewards of York's research assets as well as provide important leadership and infrastructure for evolving data-driven research methodologies reflected in digital humanities and elsewhere.

Digital Humanities: York University Libraries participate in consortial initiatives at both the provincial and national levels. By acquiring extensive digital content through CRKN – the Canadian Research Knowledge Network – beginning with the the sciences, and with a concerted effort to aggressively expand social sciences and humanities content since 2007 through the Digital Content Infrastructure, York researchers are afforded access to a broad array of content that is prime material for data and text mining. CRKN's provision of a pan-Canadian digital research corpus has fostered a generation of Digital Humanities engagement. Most recently, CRKN has launched the Integrated Digital Scholarship Ecosystem – “an initiative to advance research in Canada by understanding the complexity of the digital landscape and by seeking opportunities to align key stakeholders and providers around a series of shared objectives. The ecosystem combines capabilities and infrastructure beyond content to seamlessly harness the work of diverse organizations that contribute to digital scholarship. “

Digital Scholarship: A goal of libraries is to make information readily accessible to readers. In the 21st century, if research is not online, it is not read widely. For this reason the library has instituted an electronic journal publishing service which currently supports 33 scholarly journals. New in 2013/14 is the Libraries' support for the Faculty of Graduate Studies in delivering an electronic theses program.

Research that is openly accessible online raises York's research profile around the world. Several funding organizations now require that researchers make their discoveries freely accessible to the public; CIHR, National Institute of Health and Wellness Trust. Faculty and students at York may use the Libraries' institutional repository, YorkSpace to preserve and disseminate its scholarly output in electronic form. Google routinely searches materials in university institutional repositories, and libraries are experienced in providing a stable environment for the long term preservation of digital copies. An area of related research is the exploration of alternative metrics for researchers to assess the impact of their discovery and uptake of their scholarly publications. Xuemei Li at the Peter F. Bronfman Library with a PhD in this area is testing the measure of online resources as an alternative to the traditional Citation Index Reports.

Celebrating Research: The Undergraduate Research Fair provides a wonderful venue to highlight the success of York students. Student-participants in this juried Fair build skills in academic literacies and participate in the cycle of knowledge production and dissemination. Hosting this Fair in the library setting is that it provides an opportunity for students to share their research outside the classroom in a cross-curricular environment.



Winners of the Undergraduate Research Fair:
Jonathan Kitchen, Best Poster Presentation
Emily Chicorli, Information Literacy Award
Nicole Percival, Best Upper-Year Project & Poster
Alexander Gage, Best Lower-Year Project & Poster

Challenges

The Committee provided a good snapshot of the context in which we are working and recognizes that these and other activities affect each of our academic units differently. Four challenges have a significant library-wide impact.

- Digital culture – IT developments continue to have a profound impact on libraries. Where once we simply had a few databases we are now supporting areas such as research data management, digital humanities, scholarly dissemination, digital preservation and online learning. In order to support research and learning at York, we must anticipate the future and accelerate change.
- Increasing demand – Since coming to York in 2002, the number of students has almost doubled. Student demand for library spaces and services continues to rise dramatically, putting strain on our resources and physical infrastructure.
- Budget cuts – The Library's ability to respond to increasing demand and accelerating change is greatly hampered by budget cuts, the falling dollar and end of CFI funding. This upcoming year will see further erosions to library collections as the falling Canadian dollar will reduce the amount of materials we may purchase from the United States. On average \$7.5M is spent per year on US resources.



Memorandum

To: To Whom It May Concern

From: Barbara Crow, Interim Dean, FGS

Date: January 24, 2014

Subject: Administrative Transfer of Graduate Programs in Interdisciplinary Studies, Social and Political Thought and Communication and Culture from the Faculty of Graduate Studies to the Faculty of Liberal Arts & Professional Studies

**Faculty of
Graduate Studies**

4700 Keele St.
Toronto ON
Canada M3J 1P3
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Fax 416 736-5592

www.yorku.ca/grads/

For a number of years, three graduate programmes have been housed in the Faculty of Graduate Studies (FGS): Interdisciplinary Studies, Social and Political Thought, and the joint program in Communication and Culture. Their location in FGS was determined as a result of cross-Faculty course offerings and faculty supervision. With the recent development of activity based budgeting, the majority of the costs of graduate education will move from the central administration to the resource Faculties. As such, to administer and align graduate programmes with resources required that Interdisciplinary Studies, Social and Political Thought, and the joint program in Communication and Culture be moved from FGS to the resource Faculty.

In anticipation of these administrative changes, the Faculty of Graduate Studies engaged in a consultation process with each of the programs to determine the conditions and terms of relocation in a resource Faculty. These consultations included several meetings with graduate executives, students, and administrators. Each program then prepared a Memorandum of Understanding to convey the terms under which they would move and be served in their new location, the Faculty of Liberal Arts & Professional Studies.

As Dean, I was party to many of these meetings. There was significant representation from students, staff and faculty and senior administrators from the Faculty of Graduate Studies and the Faculty of Liberal Arts & Professional Studies. In these meetings, FGS was an advocate to secure the optimal terms for the relocation of the programs. These terms have been circulated and affirmed by the programs and the Vice-Dean of Liberal Arts & Professional Studies, Kim Michasiw.

I am confident that based on the extensive consultation process, the Memoranda of Understanding, and the rationale provided to governance structures that these graduate programs will be well-served in the Faculty of Liberal Arts & Professional Studies.



FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES

Office of the Dean

S-949 Ross Bldg

Tel 416 736-5220

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Memorandum

To: To Whom It May Concern

From: Kim Michasiw,
Vice Dean

Date: January 13, 2014

Subject: Approval of the Administrative Move the Graduate Programs in Communication and Culture, Interdisciplinary Studies, and Social and Political from the faculty of Graduate Studies to LA&PS.

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposals to move the graduate programs in Communication and Culture, Interdisciplinary Studies, and Social and Political Thought from their current administrative housing in the Faculty of Graduate Studies to new domiciles in LA&PS. Communications and Culture will be affiliated, as cognate graduate programs are in LA&PS with the Department of Communications, Interdisciplinary with the Department of Humanities, and Social and Political Thought with the Department of Social Science.

I fully support the moves and applaud the diligence the proponents have shown in their drafting of memoranda of agreement with their new hosts that will allow their programs simultaneously the institutional support afforded by alliance with an academic unit in a resource Faculty, and the maintenance of the comparative autonomy that has long featured their relations with FGS. One might say that this is the identical autonomy enjoyed by all graduate programs affiliated with LA&PS, but that statement would underestimate the special cases that all of these programs are.

Faculty membership in SPT and ComCult is drawn widely from across LA&PS and from other resource Faculties as well. Interdisciplinary Studies has no stable membership, with supervisory committees forming in response to the specific needs of individual students with members drawn from the length and breadth of the university. I



would hope that this wide net is more of an amplification of the processes involved in the assembly of graduate faculty in all LA&PS-affiliated programs than a mark of difference entire. Many PA&PS-affiliated graduate programs include members from other Faculties, and if the proportion of such external memberships is higher in these programs, the difference remains one of proportion.

Gained by the move are institutional supports, a “natural” first option for doctoral candidates seeking TA positions, and formalized seats at the table when discussions of hiring priorities are taking place, within LA&PS at least.

Resource implications are few, as the administrative and operating costs of the programs will simply be migrated to LA&PS. The program offerings in SPT and ComCult will remain as they have been, as these programs have been shadowy portions of the LA&PS integrated planning process for some years. The new home Faculty’s contribution to the programs will be unchanged—unless there are marked changes in enrolments whether up or down. The sole additional resource demand is the proposed core course in SPT, which is supposed, among other things, to increase the program’s students’ progress to degree. This worthy initiative is one that would have required funding from a resource Faculty even had SPT remained the ward of FGS. LA&PS is willing to fund the initiative through a three-year trial period and together with the program will assess course’s success at the end of the trial.

It is difficult to see anything but advantages coming both to the programs and to the Faculty from this relocation. I trust others will share my support for the move.

OFFICE OF RESEARCH ETHICS

Annual Report of the
Human Participants Review Committee (HPRC)
2012-2013

MEMBERSHIP

Carolyn Heald, *Privacy Office, Ex-Officio*
 Carys Craig, *Osgoode Hall Law School*
 Daphne Winland, *Anthropology*
 Daniel McArthur, *Philosophy*,
 Dany Savard, *Leslie Frost Library - Glendon*
 Denise Henriques, *Kinesiology & Health Science (on maternity leave from Jun 2012 - Jan 2014)*
 Duff Waring, *Philosophy, Vice-Chair*
 Jennifer Kuk, *Kinesiology (on maternity leave from Jan 2013 to current)*
 Marcelle McShine-Quao, *Community Member*
 Michael Riddell, *Kinesiology*
 Sarah Barrett, *Education*
 Suzie Young, *Film & Theatre (on sabbatical from Sept 2012 to Aug 2013)*
 Yemisi Dina, *Osgoode Hall Law School Library*
 Wade Cook, *Management Science Specialization, Chair*
 Veronica Jamnik, *Kinesiology*

Alison Collins-Mrakas (ORE, Administrative Support)
 Wendy Jokhoo (ORE, Administrative Support)

PROTOCOLS REVIEWED AND APPROVED

The Office of Research Ethics (ORE) received a total of 501 new protocols (Faculty and Graduate students) for review by the Human Participants Review Committee (HPRC) in the academic year 2012/2013. This marks a marginal increase in total protocols reviewed and approved as compared to previous years.

The committee as a whole reviewed and approved 327 faculty protocols for the academic year 2012/2013. The attached spreadsheet (Appendix A – Sheet Faculty) provides a detailed listing of all research protocols approved during the above noted academic year.

The majority of protocols submitted to the committee was approved or was approved subject to minor revisions of the protocol and/or informed consent form. In a few limited circumstances, protocols required more thorough follow up and/or revisions. However, no protocols – student or faculty - were rejected by the committee. Similarly, there were no instances of revocation of a protocol by the committee. There were a number of protocol related queries, issues and/or complaints lodged during the academic year 2012/13 which required appropriate action be taken. The few queries and/or complaints of a significant nature were resolved expeditiously. Resolution was achieved without further actions or sanctions required (ie as per the Senate Policy on Research Misconduct).

OFFICE OF RESEARCH ETHICS

Graduate student protocols submitted for review continues to increase. From June 2012 through May 2013, 174 protocols were submitted to the Chair (and Vice-Chair when the Chair is absent) for review. Due to the continued efforts towards effective ORE outreach and education activities (for example “Ethics 101”), student research ethics protocols have improved such that few protocols required more than minimal revision. That being said, due to the sheer volume of protocols subject to review, student research ethics review continues to represent a significant workload for the Chair (and Vice-Chair) as well as Associate Deans, Research, Faculty of Graduate studies. As a result, the workload of the Chair, HPRC in particular, is significant.

As per the TCPS and the process of delegated reviews, Faculty/Departmental Ethics Review Committees are responsible for the review and approval of all undergraduate course-related research, undergraduate independent research, graduate Major Research Papers and graduate course-related research. A summary chart (Appendix B) lists the number of protocols reviewed by Faculty/Departmental Ethics Review committees and is appended to this document.

COMMITTEE OPERATIONS and ACTIVITIES

As in previous years, the committee continues to function well with few if any operational issues. In 2013 we were fortunate to be able to recruit 2 community members to the committee – a significant achievement both in terms of compliance as well as improved efficacy of ethics review processes. The community members bring a welcome breadth of perspective to the review of protocols.

Use of the web-based online system continues to increase as faculty researchers rely less on paper based submissions. As a consequence, the ethics review process has achieved greater timeliness and greater efficiencies. In general, the research ethics review process as a whole continues to be a timely, effective, efficient and above all compliant process. It should be noted that there is no reduction in the workload of the Chair and Vice-Chair as they continue to review all protocols that come before the committee. It should again be noted that, unlike other senate committees, the work of the HPRC is year-round as committee members continue to review protocols throughout the summer.

The Aboriginal Research Ethics Committee (created in 2011), continues to broaden its advisory role. In 2012- 2013, the committee reviewed 25 protocols, thus greatly enhancing both compliance with regulatory guidelines and knowledge of research ethics considerations as they speak to Aboriginal research.

EDUCATIONAL INITIATIVES

The Office of Research Ethics continued to expand the range of education and outreach activities provided to variety of stakeholders and audiences. For example, ORE now provides advisory meetings between researchers and members of our Aboriginal Research Ethics Review committee for the purposes of navigating the often complex processes associated with research involving First Nations, Metis and Inuit.

Ethics 101 continues to be a popular educational presentation at both the Faculty and student level. It is included as part of a number of undergraduate and graduate course curricula. In addition, multiple presentations were made to staff, Faculty and graduate and undergraduate student

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audiences in a wide variety of disciplines. ORE staff provides over 20 to 30 presentations a year thereby facilitating a broader understanding of research ethics policy and processes within the research community,

Advisory services – in particular one on one meetings with researchers – are well utilized by the research community. ORE staff provided direct assistance to staff, faculty and students as they prepare ethics documents and/or seek advice on matters relating to ethics review processes and requirements. As a consequence, protocol submissions and efficiencies of same continue to improve. It is relatively rare to receive a protocol with substantive process or procedural issues, which is a marked improvement from previous years. Researchers have expressed their appreciation for this service and the relative ease with which they now are able to make submissions, receive committee comments and obtain ethics approval.

Under the direction of the HPRC, the Sr. Manager and Policy Advisor, Research Ethics, continued to liaise with the various Faculties and their respective Research Officers as well as senior staff and scholars, external agencies and colleagues to identify and better address discipline specific ethics review issues.

CURRENT AND FUTURE ACTIVITIES

1. Adoption of Senate Ethics and Responsible Conduct of Research: Following extensive review, drafting and consultations with the Chair, HPRC, as well as AVP Research, the final revisions of two important Senate Policies - Responsible Conduct of Research as well as Research Involving Human Participants (Research Ethics) were successfully shepherded through the Senate review process with adoption by Senate in June 2013. As a result, the institution is now fully compliant with the MOU with the Tri-Council as it speaks to the conduct of research. Next steps include development of relevant guidelines and SOPs and communication of same to the research community.
2. Creation of new guidelines and SOPs: In order to be compliant with both the TCPS 2nd edition and new Senate Policy a number of new guidelines and SOPs have been developed and (subject to AODA compliance) will be released to the research community in the Fall 2014. The purpose of the guidelines and SOPs is to provide consistency in regulatory interpretations so as to afford the research community greater access to efficient and effective ethics procedures and processes.
3. Aboriginal Research Ethics Review Committee: The work of this advisory committee is hugely successful. As a separate ethics advisory committee, the Aboriginal Research Ethics committee informs the work of the HPRC further improving the efficacy and efficiency of the ethics review process as a whole. In order to continue to enhance the reviews provided by the committee and the resources available to the research community, ongoing updating of the Aboriginal Research Ethics Guidelines, Committee TOR and improvements to committee processes will be undertaken.
4. Ethics Education and Resources: The education and outreach activities undertaken by ORE, the Chair and committee as a whole will continue to evolve and expand so as to improve communication of ethics review policy and procedures to the research community. Additional ethics resources will be made available to the research community through the revamped VPRI website.

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5. Updated reporting documents: New formats will be developed for both the annual reports of the Committee as well as Faculty/departmental level ethics review committees so as to meet enhanced requirements for delegated review processes and committees as defined by the TCPS2 and newly approved Senate Policy (Research Involving Human Participants)
6. Consultation with Faculties/Departments: Continued consultation with both Faculties and departments will be undertaken with regards to their context-specific ethics review needs so as to facilitate appropriate and effective review processes. Continued particular focus will be placed on those disciplines which pose significant review challenges.
7. New Ethics guidelines and regulations: As new policies emerge, continued analysis as to potential implications for research ethics policies and procedures will be undertaken.

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Appendix A - Approval Certificates

New Research Projects	No. of New Approvals
HPRC Faculty	327
HPRC Grad Students	174
TOTAL	501

APPENDIX B: Protocols Reviewed by Faculty/Departmental Ethics Review Committees

FACULTY	Undergrad course related	Grad Course related	Undergrad independent/individually directed research	Graduate major research papers	Theses	Dissertations	TOTAL (excluding Theses & Dissertations)
Liberal Arts & Professional Studies**	11	0	1	0			12
Education	0	0	0	0			0
Environmental Studies	2	0	22	0			24
Fine Arts	9	0	4	0			13
Glendon	2	0	0	0			2
Graduate Studies*	na	41	na	186	59	109	227
Health	9	1	101	12			123
Osgoode (Law)	0	0	3	7			10
Science	0	0	0	0			0
Schulich School of Business			1	11			12
TOTAL	33	42	132	216	59	109	423

* some departments are included in the totals for Grad Studies

** not all departments within the Faculty submitted reports

ns = none submitted

na - not applicable

OFFICE OF RESEARCH ETHICS**Annual Report of the
BIOSAFETY COMMITTEE (BSC)
2012/2013**

MEMBERSHIP

Andrew Donini, *Biology, Chair*

Brad Sheeller, *Manager, Health Safety & Compliance, Science & Engineering [Ex-officio]*

Chun Peng, *Biology*

Doriano D'Angelo, *Facilities Manager, Science & Engineering [Ex-officio]*

Francis Arnaldo, *DOHS, Biosafety Officer (July 2012-Present)*

Gillian Wu, *Kinesiology & Health Science*

Jane Grant, *Biology*

Julie Panakos, *Vivaria Supervisor [Ex-officio]*

Robert Peat, *H.E.P.A. Filter Services (Community member)*

Tara Haas, *Kinesiology & Health Science*

Tom Hodgson, *Facilities Manager, Health [Ex-officio]*

Alison Collins-Mrakas, *(ORE, Administrative support)*

PROTOCOLS REVIEWED AND APPROVED

The sub-committee reviewed and approved and/or provided renewed approval for 23 protocols for the academic year 2012/2013. The attached spreadsheet provides a detailed listing of all research protocols approved and/or renewed during the above noted academic year.

All protocols, presented to the committee for review, were approved with little or no comment. No research protocol submitted to the committee for review required more than minimal revision on the part of the Principal Investigator. There were no issues of concern with respect to biological safety and research activities.

Committee Activities

In the 2012-2013 academic year, the BSC and the Biosafety Officer undertook the following in support of the policy/process and or procedural improvements:

1. Biosafety Inspections

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Total Laboratories Inspected	2008	2009	2010	2011	2012	2013
	11	14	11	14	9	22
FSE-Biology	8	7	4	6	6	10
FSE-Chemistry	1	4	1	3	0	5
Faculty of Health	2	1	6	3	3	7
Percent CL-2 Labs	73%	100%	27%*	43%	78%	72%

There are currently 61 certified labs. The BSC agreed to increase the number of inspections performed annually such that each lab is inspected at least once every two years, regardless of containment level. Compliance to basic lab safety rules must be ensured for each lab holding a biosafety certificate.

The BSC achieved its goal of increasing the frequency of inspections in 2013 and hopes to keep pace for the upcoming year. In 2013, the inspection criteria were updated following the publication of the new Canadian Biosafety Standards and Guidelines. The most common non-compliance issues were:

- Not using personal protective equipment (eg lab coats)
- Not keeping storage freezers locked if located in publicly accessible areas
- Keeping bulky items in the biological safety cabinets which disrupts proper air flow
- Not using a HEPA filter on vacuum systems for human cell/tissue culture work

In each case the issue was discussed and corrected by the Principal Investigator/Faculty member in charge of the lab.

2. Biosafety Training

Total Number of Authorized Users	2008	2009	2010	2011	2012	2013
	93	102	141	137	137	146
Number of PIs Trained	3	2	15	8	1	8
Number of classes held	4	9	11	8	20	15

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Since the introduction of biosafety training in 2008, 610 faculty, staff, and students have attended a session. This includes 32 Faculty members.

Due to the diverse nature of biological research at York University, in 2012 the BSC discussed the possibility of compartmentalizing biosafety training so that researchers would be able to train in modules that would cater to their specific research.

In 2013, the Biohazardous Waste Disposal and Autoclave Training was created to ensure at least one member from every biosafety certified lab is trained. The Faculty Training is now stand-alone training (vs being part 1 of the main biosafety training) in order to present more relevant material pertaining to their supervisory role.

3. Biological Safety Cabinet/Laminar Flow Hood Certifications

Total Number of Certified BSCs	2008	2009	2010	2011	2012	2013
	37	34	35	47	46	37

The number of biosafety cabinets (Class II/A2) decreased due to the decommissioning of biological safety cabinets.

4. New/updated Documentation/Processes

- Updated: Biohazardous Waste Disposal and Autoclave Guidelines
- Updated: Faculty Biosafety Training
- New: Administrative SOP for Non-human primate exposure
- Updated: SOP I-20 NHP BITE, Scratch or Splash Exposure
- New: Biohazardous Waste Disposal and Autoclave Training
- Updated: Medical Surveillance Program

The permit application and renewal forms were updated to streamline the administrative process for the researcher. An online permit renewal form was created to give researchers various avenues of submission depending on their preference.

5. Government Contacts

Regulations under the *Human Pathogens and Toxins Act*

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New regulations are being developed under the *Human Pathogens and Toxins Act (2009)*. These are anticipated to be released in the fall of 2015. York's Biosafety Officer, along with those from other Ontario universities, actively participated in all the consultation processes held in the Greater Toronto Area. These regulations will have significant impact on the research community that use biological agents and animals. Specifically, researchers from the Faculty of Health, Faculty of Engineering, and Faculty of Science will be directly affected. Some of the proposed requirements include: the development of an institutional licensing system for the use of biological agents; inventory; regular inspection; medical surveillance; lab commissioning / decommissioning; incident management; and new design requirements for laboratories.

Import Permits and Lab Accreditation

York University requires permits from the Canadian Food Inspection Agency and Public Health Agency of Canada in order to import exotic biological agents for study. Lab areas must be certified by these regulatory agencies in order to obtain a permit.

York University successfully renewed its containment level 2 lab certification with the Public Health Agency of Canada for the Life Science Building. This brings the total to five accredited laboratory areas.

6. Biosafety Incidents

There were two reported biosafety incidents investigated by the BSO. All incidents are reported to the BSC at regular meetings. Incidents were addressed in a timely manner and to the satisfaction of the BSC. Due to the two incidents, a pilot project determining the use of safety needles for BSB vivaria users is now underway.

7. Changes to Biosafety Committee

Prof. Kathi Hudak served as ACOBS Chair for a number of years, but left the committee in September 2011. Prof. Andrew Donini assumed the Chair for the 2012-2013 term. Additional BSC members were recruited to enhance the depth and breadth of biosafety-related research expertise on the Committee. The Vivaria Supervisor, Julie Panakos was invited to join the committee to utilize her expertise in animal handling/safety. Dorian D'Angelo and Tom Hodgson were invited as resource members to provide information regarding facilities management. Brad Sheeller was invited to join the committee due to his position as Health and Safety Manager for the Faculty of Science & Engineering.

8. Biosafety Working Group

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The Biosafety Working Group was established in 2011 for the expressed purpose of enhancing animal safety through integration with the biosafety program without introducing redundancy with the Animal Care Committee. This working group, comprised of the BSC Chair, ACC Chair, NHP sub-committee Chair, BSB Veterinarian, Vivaria Supervisor, DOHS Medical Consultant, Biosafety Officer meets as needed to discuss current or emerging issues of relevance to both committees (ACC and BSC). Thus far, the group has worked to implement a standard regarding safety-engineered needles (pilot study now underway), and biosafety certification of NHP-users at the university (NHP users have submitted and undergone an ad hoc biosafety review process).

9. Aquatic CL2 Certification

Recent re-interpretation of CFIA regulations governing the importation of research animals and animal specimens (including cell lines) in particular zebrafish, was recognized to have potentially serious implications for the research enterprise at York University. Working in concert with the Biosafety Officer and with the support of the Vivaria User Committee, key concerns with the regulatory interpretations and potential alternative means by which CFIA could fulfill its regulatory role in a more targeted manner that would avoid unnecessary negative impacts on important research being conducted at our Institution. Formal correspondence from the Office of the Vice-President, Research was forwarded to CFIA to ask that they reconsider their position on importation requirements and adopt modifications that will avoid the serious negative impacts to research. We are currently working to obtain modified CL2 containment certification from the CFIA thereby limiting the impact of the new regulatory interpretations on research.

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Appendix A – Protocols by Type

Protocol Type	Number of Protocols
Renewals	17
Amendments	0
New	6
Total	23

Appendix B –
Details of Protocols

<u>Name</u>	<u>Department</u>	<u>Title</u>	<u>Type</u>	<u>Approval Period (Start)</u>	<u>Certificate number</u>
William Gage	Kinesiology & Health Science	Acute Effects of Mechanical Loads on Bone and Cartilage Turnover: A Pilot Study to Develop a Model for Human Research	Renewal	07/09/12-07/09/12	Biosafety Permit #: 02-11
Lauren Sergio	Kinesiology & Health Science	Neural correlates of cognitive-motor integration in healthy aging and preclinical Alzheimer's disease	New	07/23/12-07/23/13	Biosafety Permit #: 05-12
Colin Steel & Joseph DeSouza	Biology / Psychology	(i) Circadian Regulation of the Endocrine System in an Insect (ii) Attentional signals driving visuomotor tasks	New	07/23/12-07/23/13	Biosafety Permit #: 04-12
Paul Ritvo	Kinesiology & Health Science	Investigating Improved Diabetes Management	New	08/09/12-08/09/13	Biosafety Permit #: 03-12-01
Jennifer Kuk	Health	Validity of BIA Assumptions	Renewal	09/26/12-09/26/13	Biosafety Permit #: 01-09
Veronica Jamnik	Health	(i) Ethnic variations in fat oxidation rates among post-menopausal females at rest and during exercise (ii) The effects of acute caffeine supplementation during and post endurance exercise on blood glucose concentration in T1 Diabetes	New	11/09/12-11/09/13	Biosafety Permit #: 10-08

OFFICE OF RESEARCH ETHICS

Christopher Perry	Kinesiology & Health Science	A Novel Paradigm of Metabolic Regulation: Acute and Chronic Redox-Circuitry Control of Energy Homeostasis	New	12/19/12-12/19/13	Biosafety Permit #: 04-14
Anthony Scime	Health	Understanding the Essential Role of the Rb Family in Controlling Adipose and Muscle Development	Renewal	03/01/13-03/01/14	ACOBS Certificate #: 04-10
Chun Peng	Biology	Modulation of Nodal Signaling Pathway by Micro RNAs and their Involvement in Preeclampsia	Renewal	03/01/13-03/01/14	ACOBS Certificate #: 06-03
George Zoidl	Kinesiology & Health Science	Functional Analysis of Electrical Synapses in Health and Disease	Renewal	03/01/13-03/01/14	Biosafety Permit #: 04 - 11
Gillian Wu	Kinesiology & Health Science	Somatic DNA Mutations in Rheumatoid Arthritis: The role of TdT in the development of lymphocyte diversity	Renewal	03/01/13-03/01/14	Biosafety Permit #: 05-03
John McDermott	Biology	Regulation of Gene Expression by MEF2 in Cardiac Muscle	Renewal	03/01/13-03/01/14	Biosafety Permit #: 07-03
Logan Donaldson	Science & Engineering	Molecular Architecture of Gene Expression	Renewal	03/01/13-03/01/14	ACOBS Certificate #: 01 - 03
Mike Connor	Health	The Role of the Cell Cycle in Skeletal Muscle Differentiation	Renewal	03/01/13-03/01/14	ACOBS Certificate #: 05-09
Sergey N. Krylov	Chemistry	Aptamers for Analysis of Single Cells	Renewal	03/01/13-03/01/14	ACOBS Certificate #: 09-03
Laurence Packer	Biology	Bees: Phylogeny and Fieldwork	New	03/01/13-03/01/14	Biosafety Permit #: 04-13
Michael Riddell	Kinesiology	Mechanisms of Exercise Training Induced Alterations in the HPA Axis	Renewal	03/01/13-03/01/14	ACOBS Certificate #: 04-03
Tara Haas	Kinesiology and Health Sciences	<ul style="list-style-type: none"> • Regulation of Matrix Metalloproteinases in Angiogenesis (#46) • The Regulation of Angiogenic Factors by Shear Stress (#35) 	Renewal	03/01/13-03/01/14	BSC Certificate #: 04-07
K.W. Michael Siu	Chemistry	<p>(i) From Tumors to Blood: Biomarker-Based Diagnostics and Implications in Prognostics and Therapeutics of Glioblastoma Multiforme</p> <p>(ii) Preclinical Validation of Novel Potential</p>	Renewal	03/01/13-03/01/14	BSC Certificate #: 06 - 08

OFFICE OF RESEARCH ETHICS

		Therapeutic Molecular Targets for Head and Neck Cancer Identified Using Tissue Proteomics (iii) Protein Markers for Endometrial Cancer (iv) Prognostic pathway-centric signatures in Glioblastoma Multiforme			
Katalin Hudak	Science & Engineering	Antiviral Protein Mechanisms of Action	Renewal	03/01/13-03/01/14	ACOBS Certificate #: 01 - 05
Michael P. Scheid	Biology	Novel Mechanisms of PDK1 Regulation and Substrate Phosphoinositide	Renewal	03/01/13-03/01/14	Biosafety Permit #: 04 - 01
Scott Kelly	Biology	Endocrine regulation of hydromineral balance	Renewal	03/01/13-03/01/14	BSC Certificate #: 01 - 10
Andrew Donini	Biology	Ion Transport Mechanisms in Transporting Epithelia of Aquatic Insect Larvae	Renewal	04/03/13-04/03/14	Biosafety Permit #: 02 - 09

**Annual Report of the
ANIMAL CARE SUB-COMMITTEE (ACC)
2012/2013**

MEMBERSHIP

Anthony Scime, *Kinesiology & Health Science*
 Carolyn Perry, *Kinesiology & Health Science – Student Rep*
 Emily Dunford, *Kinesiology & Health Science – Student Rep*
 Francis Arnaldo, *Biosafety Officer*
 Julie Clark, *Biology (on maternity leave)*
 Julie Panakos, *Psychology, Vivaria Supervisor*
 Kari Hoffman, *Psychology, Vice-Chair (on sabbatical)*
 Lisa Dennis, *Non-Animal User*
 Melissa Madden, *University Vet*
 Olasunkanmi Adegoke, *Kinesiology & Health Science*
 Robert Tsushima, *Biology, Chair*
 Rolando Ceddia, *Kinesiology & Health Science*
 Ruthanna Dyer, *Natural Science*
 Thilo Womelsdorf, *Kinesiology & Health Science*
 Tom Hodgson, *Facilities Manager – Health*
 Tracy Chew, *Community Member*

Alison Collins-Mrakas, ORE (Regulatory advice and support)
 Wendy Jokhoo, ORE (Administrative support)

PROTOCOLS REVIEWED AND APPROVED

The sub-committee reviewed and approved **11 new protocols, 42 renewals, 18 amendments and 7 course** protocols for the academic year 2012/2013 for a total of **69** protocols reviewed. The attached spreadsheet provides a detailed listing of all research protocols approved during the above noted academic year.

The majority of the protocols submitted to the committee was approved or was approved subject to minor revisions of the protocol. A small number of protocols required further inquiry and/or clarification prior to being granted approval. These instances are noted in the minutes of the Animal Care Committee (ACC). The Chair and/or the Vivaria Supervisor met with the researcher(s) in question directly to put forth the committee's queries and upon receiving a satisfactory explanation and a revised protocol the protocol was then approved. There were no instances in which the protocol was rejected.

FACILITIES INSPECTIONS

In compliance with relevant regulatory requirements, inspection(s) of the vivaria facilities was undertaken by the Animal Care Committee. Deficiencies and required changes were noted in a report to the Committee and recommended changes were addressed directly wherever possible. Significant facility upgrades and/or renovations were given the immediate attention of the Office of the Vice-President Research and Innovation via the Vivaria User Committee and as a result planned substantial upgrades and renovations of the facilities have been undertaken and/or are underway.

In November 2012, the CCAC undertook its triennial inspection of the Animal care Facilities. The assessment visit was a significant success. The assessment team made few recommendations for improvement all of which were minor in nature. Further, in recognition of the extraordinary improvements made to operational matters, facilities and personnel as compared to the 2009 assessment visit, the CCAC audit report included multiple commendations for staff, Committee and administration.

Appendix A – Protocols by Type

Protocol Type	Number of Protocols
Renewals	42
Amendments	18
New	11
Course	7
Total	78

SENATE COMMITTEE ON AWARDS

Report to Senate at its meeting of 22 May 2014

FOR INFORMATION

*Senate of
York University*

1. 2014 University Professors

A University Professor is one “who has made an extraordinary contribution to the University as a colleague, teacher and scholar” and the committee found that these nominees wholly fulfilled the criteria, sharing a deep dedication to the University. The Senate Committee on Awards selected the following to be awarded University Professorships in 2014.

Susan Dimock, Department of Philosophy, Faculty of Liberal Arts and Professional Studies

Professor Dimock is a respected scholar of the philosophy of law who has demonstrated a passionate commitment to all aspects of University life. She has made many contributions to the profession through journal editing and refereeing, executive positions in scholarly associations and organization of conferences and workshops. A winner of the University-Wide Teaching Award, she is seen as a role model and mentor, encouraging and assisting her students in their development as scholars. Professor Dimock has also given extraordinary service to the University at all levels, demonstrating leadership and commitment to collegiality. She earned the respect of colleagues as Chair of Senate, Chair of Faculty of Arts Council, Director of the York Centre for Practical Ethics, Master of McLaughlin College and President of YUFA. This respect is evident in her selection as a collegial representative on the search committees for both President and Provost of the University. As a colleague, teacher and scholar, Professor Dimock has had a significant and positive impact on the University and its members.

Martin Lockshin, Departments of Humanities and Languages, Literatures and Linguistics, Faculty of Liberal Arts and Professional Studies

Professor Lockshin’s extraordinary record as a colleague, teacher and scholar has enriched York University in myriad ways, and his leadership and participation in University life have contributed substantially to the University as an institution and a community. He built the Religious Studies Program, the Jewish Teacher Education Program, and the Graduate Program in Humanities, and was a founding member and director for five years of the Centre for Jewish Studies, which some note would not exist without his leadership. As chair of the Department of Humanities he is respected for his good judgment and fairness and for his vision for the Department and its place in the University. His active contributions to student recruitment have strengthened the reputation of York in the community. He has also been active in Faculty governance as well as in Senate and its committees, both as a member and in leadership roles, and on the York University Board of Governors. Professor Lockshin has an international reputation for his scholarship on the history of the Jewish Bible commentaries. He is also a generous and effective teacher and mentor who demonstrates and nurtures respect for intellectual inquiry and integrity. In all areas, Professor Lockshin is the embodiment of a University Professor.

2. 2014 Distinguished Research Professors

A Distinguished Research Professor is a member of the faculty who has made outstanding contributions to the University through Research. The Senate Committee on Awards selected the following to be awarded Distinguished Research Professorships in 2014.

Isabella Bakker, Department of Political Science, Faculty of Liberal Arts and Professional Studies

Professor Bakker is considered one of the world's leading political economists working in the field of women and development, international finance, global governance and the global economy in general. She is noted first for her path-breaking, rigorous research on the interplay between gender and public policy, which one referee notes "has influenced every feminist economist I know doing work on macroeconomic and financial issues." Internationally, she has contributed her research skills to the OECD and different agencies of the United Nations, and has consulted for the International Labour Organization, Oxfam International and the Association of Women in Development. In addition to maintaining tremendous research productivity, Professor Bakker has a remarkable record of graduate supervision, producing the next generation of scholars, and of service to the University and to the profession. Her contributions have earned her respect and recognition internationally and as a scholar and colleague at York.

Russell Belk, Schulich School of Business

Professor Belk's record of research and publication on consumer culture is remarkable. With over 550 papers, receiving more than 21,680 citations, he has clearly met the criteria of sustained and continuing contributions to the field or fields of scholarship involved and work of excellent quality. Perhaps the greatest indicator of his stature in the field is his selection as a subject for the first 10-volume set in a series, "Legends in Consumer Behaviour," published by Sage in 2013. Dean Horváth notes in his nomination letter, his "contributions to scholarship on the social and cultural context of consumption have led to a paradigm shift in the fields of economic psychology, consumer behavior, applied anthropology, the sociology of consumption, and marketing science." Professor Belk truly has made a major impact in numerous fields and is a leader in marketing and business research. Professor Belk is also a generous colleague, both to those in the field and within the University. He is legendary for giving prompt feedback to those who request his views on their work. He is also a solid citizen in terms of teaching and service, willing to do what is needed and to go beyond what is required.

David Leyton-Brown, Chair



Year-End Report to Senate on Academic Initiatives: 2013-2014

Rhonda Lenton, Vice-President Academic & Provost

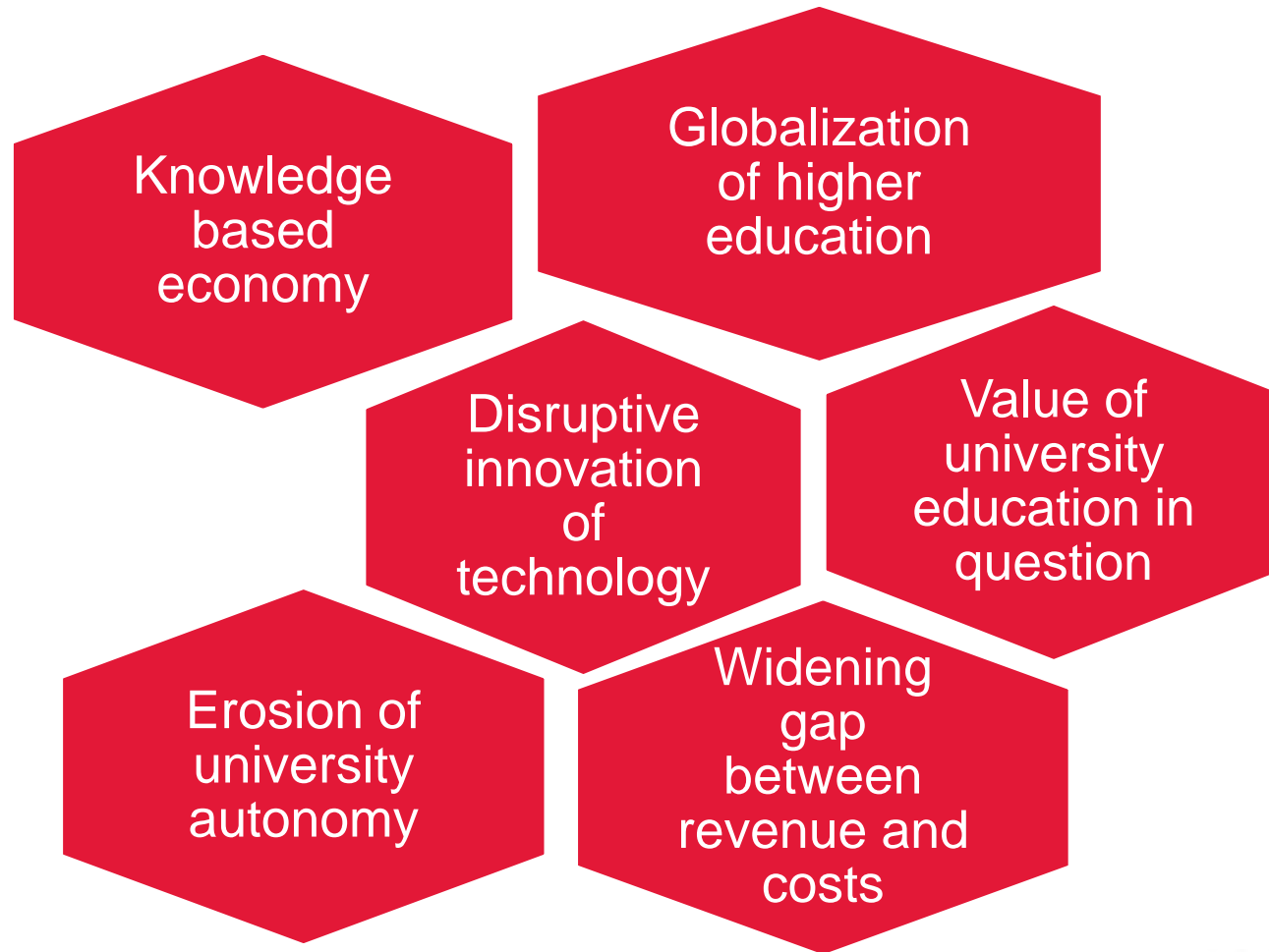
May 22, 2014

Outline

- Things are not the same
- Highlights from 2013-14
- Realizing the plan: 2014-15

- Appendix: Updates and supporting documentation

Period of transformative change



Differentiation: The strategy to enhance quality through improved effectiveness?

“Put simply, universities will do what you fund them to do. If you don’t tell them what you want them to do, they do what they want. This may, or may not, be consistent with public goals”.

(HEQCO, The Benefits of Greater Differentiation of Ontario’s University System)

York set clear direction in 2013-14

- Strategic Mandate Agreement
- Building on University Academic Plan
- Established strategy for optimal realization of that direction

Significant Progress has been made

*Canada's Leading
Engaged
University*

Three Themes:

- Quality
- Student success
- Engagement and outreach

Six Priorities:

- Research intensification
- Enhancing teaching and learning
- Enriching the student experience
- Building community and extending global reach
- Strengthening interdisciplinarity and comprehensiveness
- Promoting effective governance

A Few Highlights

- Faculty complement recovery
- Implementation of Strategic Research Plan 2013-18
- New programs in health, business, engineering
- Expanded programming and utilization of Teaching Commons
- Comprehensive Strategic Enrolment Management initiatives underway e.g., YUStart
- International recruitment ahead of White Paper targets
- Additional \$620,000 ONCAT funding
- eLearning Strategic Plan underway
- Graduate education supports expanded
- Glendon review complete/funding for new bilingual programs

Among the Most Significant Challenges

- Reputation
- Loss of market share
- Financial sustainability

Reputation

- Reputation is fundamental to achievement of all other priorities:
 - Meeting enrolment targets
 - Attraction of high quality students
 - Student success
 - Financial sustainability

Reputation central to students' choice of university

Strategic Counsel survey of Ontario undergraduate applicants (2014) identified the most important factors in their choices as:

- Quality of teaching
- Graduates get high quality jobs
- Academic reputation of faculty/school program
- Career oriented or professionally relevant degrees
- Academic reputation of the university overall

Elements of institutional reputation

- What is reputation measuring? Specific elements of reputation identified in order of importance:
 - Quality of teaching
 - Quality of programs
 - Graduates get high quality jobs
 - Quality of the campus
 - Well connected with business organizations in my field of interest
 - Availability of experiential education opportunities e.g., internship/co-op
 - Career oriented and professionally relevant degrees

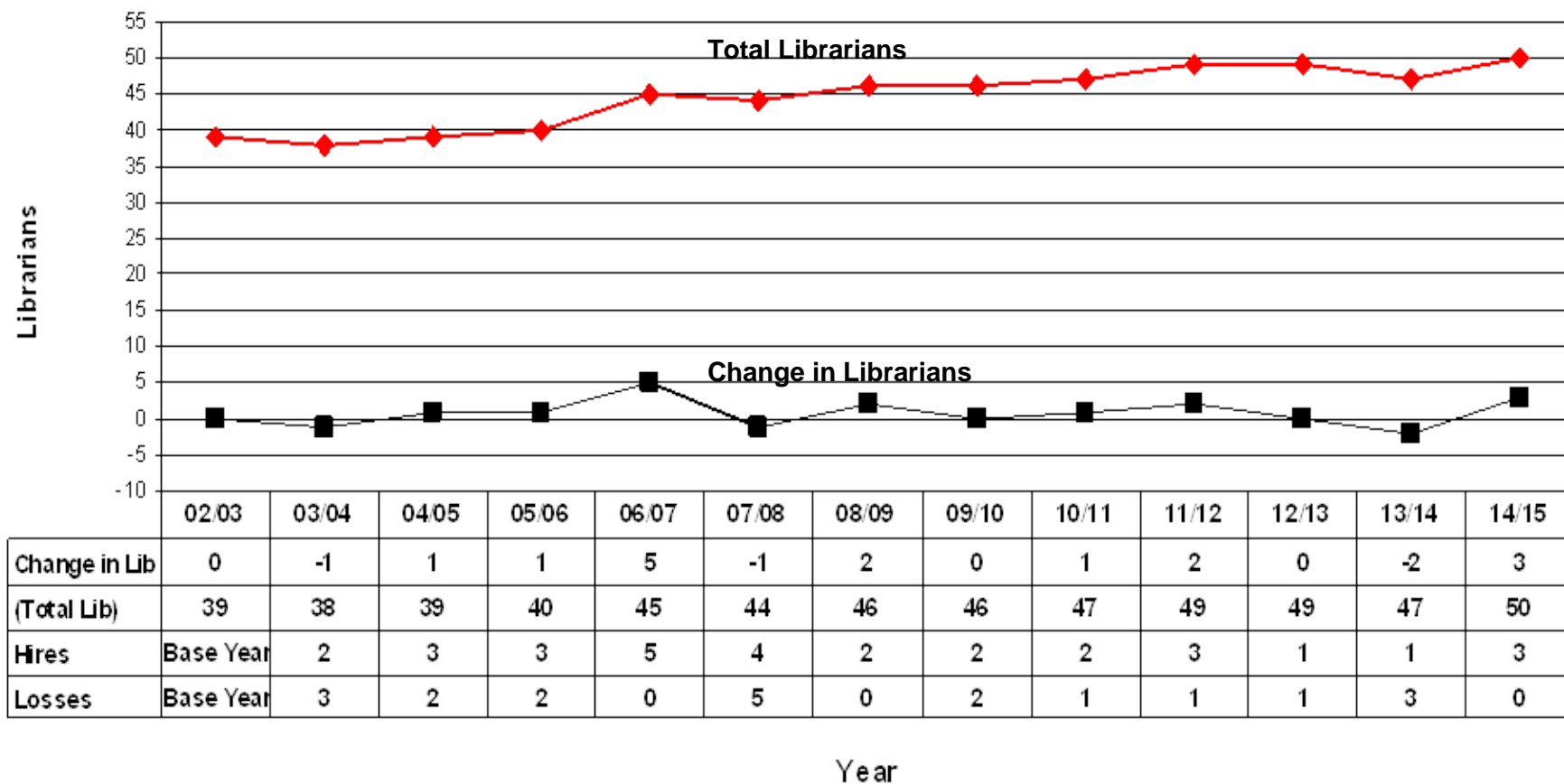
(Source: Strategic Counsel student survey identified elements of institutional reputation and measured York's progress 2014 – see Appendix for comparisons with competitors)

Progress made on strengthening reputation

- 63% of York first choice respondents in 2014 survey believe York's reputation has improved over the last five years (compared to 56% in 2013)
- Top reasons given:
 - quality of education increased
 - word of mouth/friend attended
 - quality of campus/environment/friendly
 - reputation of Schulich/Osgoode
 - more selective admission

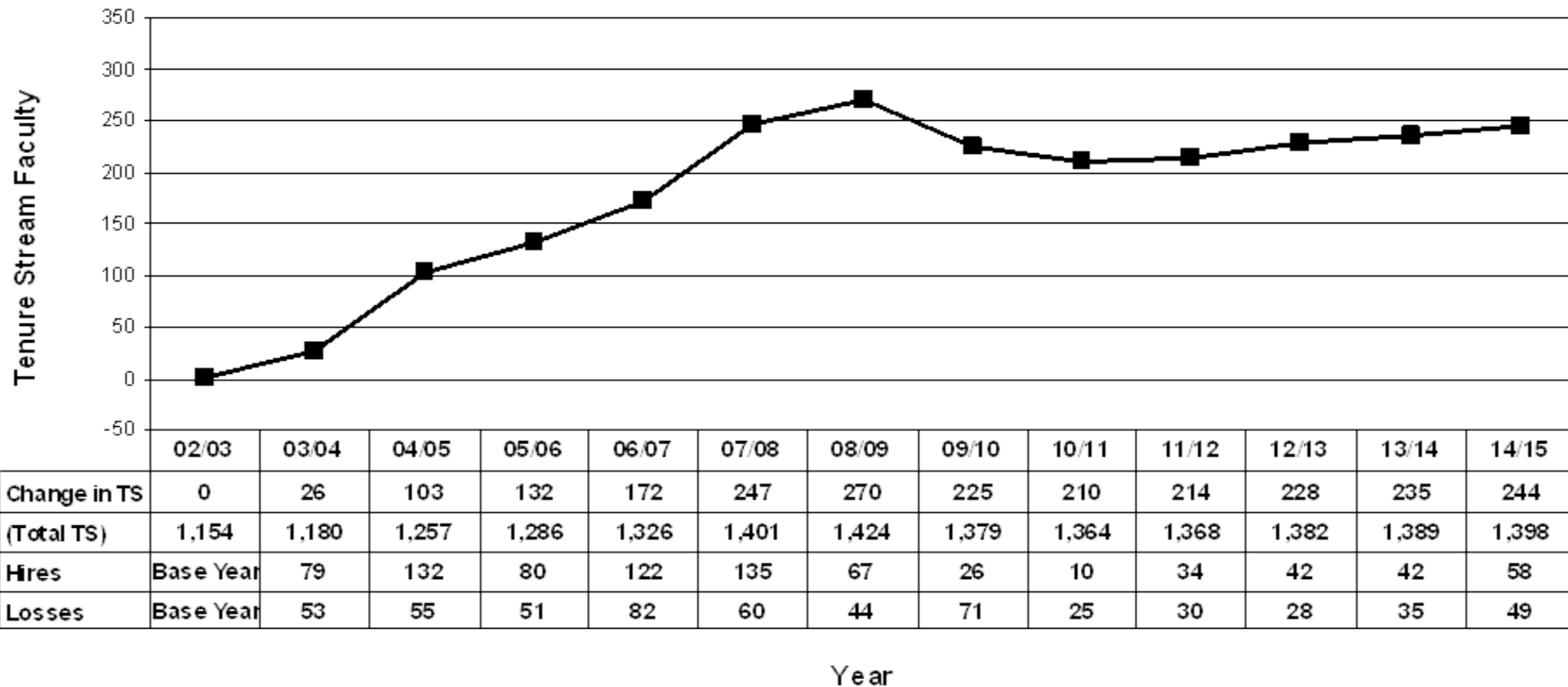
(Source: Strategic Counsel, 2014 Survey Report)

Cumulative Change in Librarian Complement: 2002-03 to 2014-15



Source: Office of the VPA&P and York University Fact Book
May 2014

Cumulative Change in Tenure Stream Faculty Complement: 2002-03 to 2014-15 (excludes Librarians)

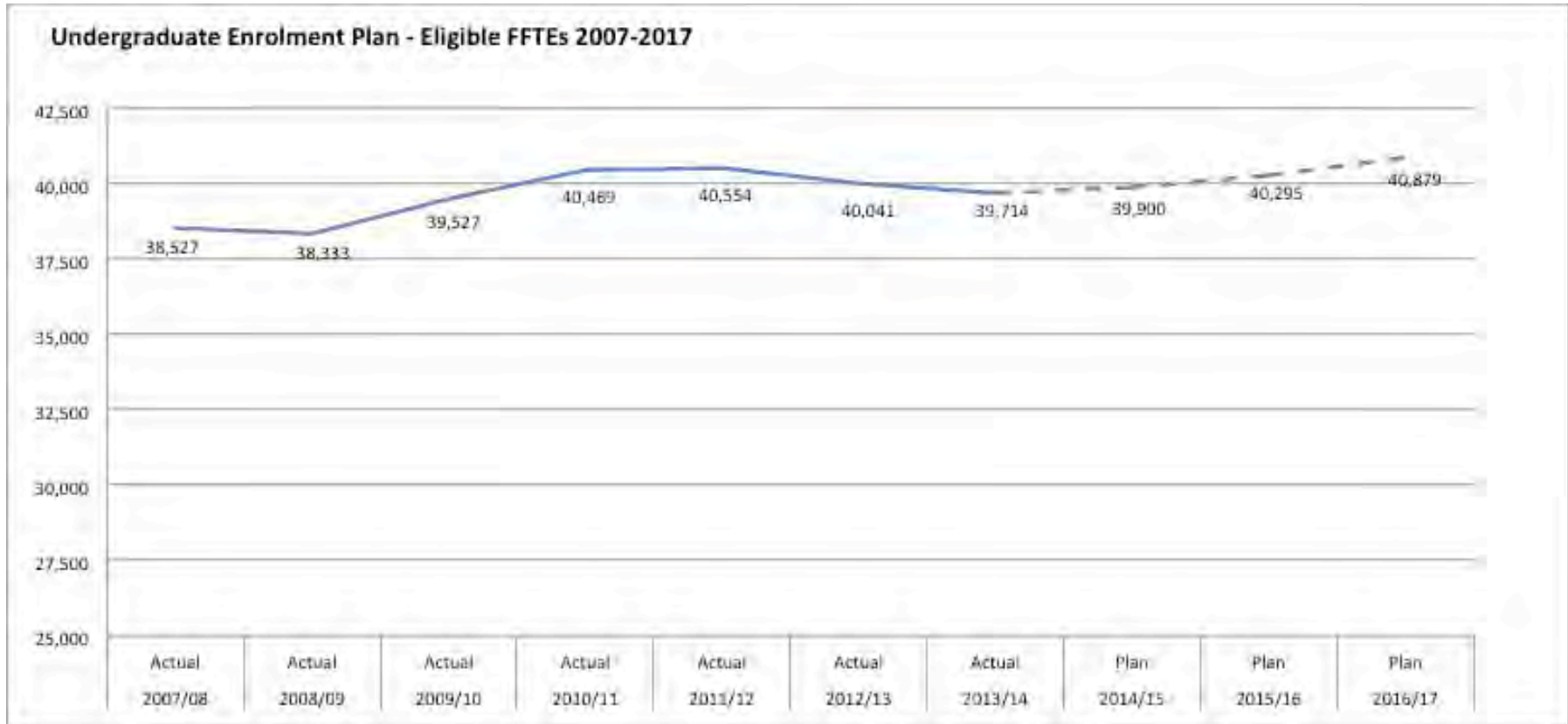


Source: Office of VPA&P and York University Fact Book
May 2014

Market share

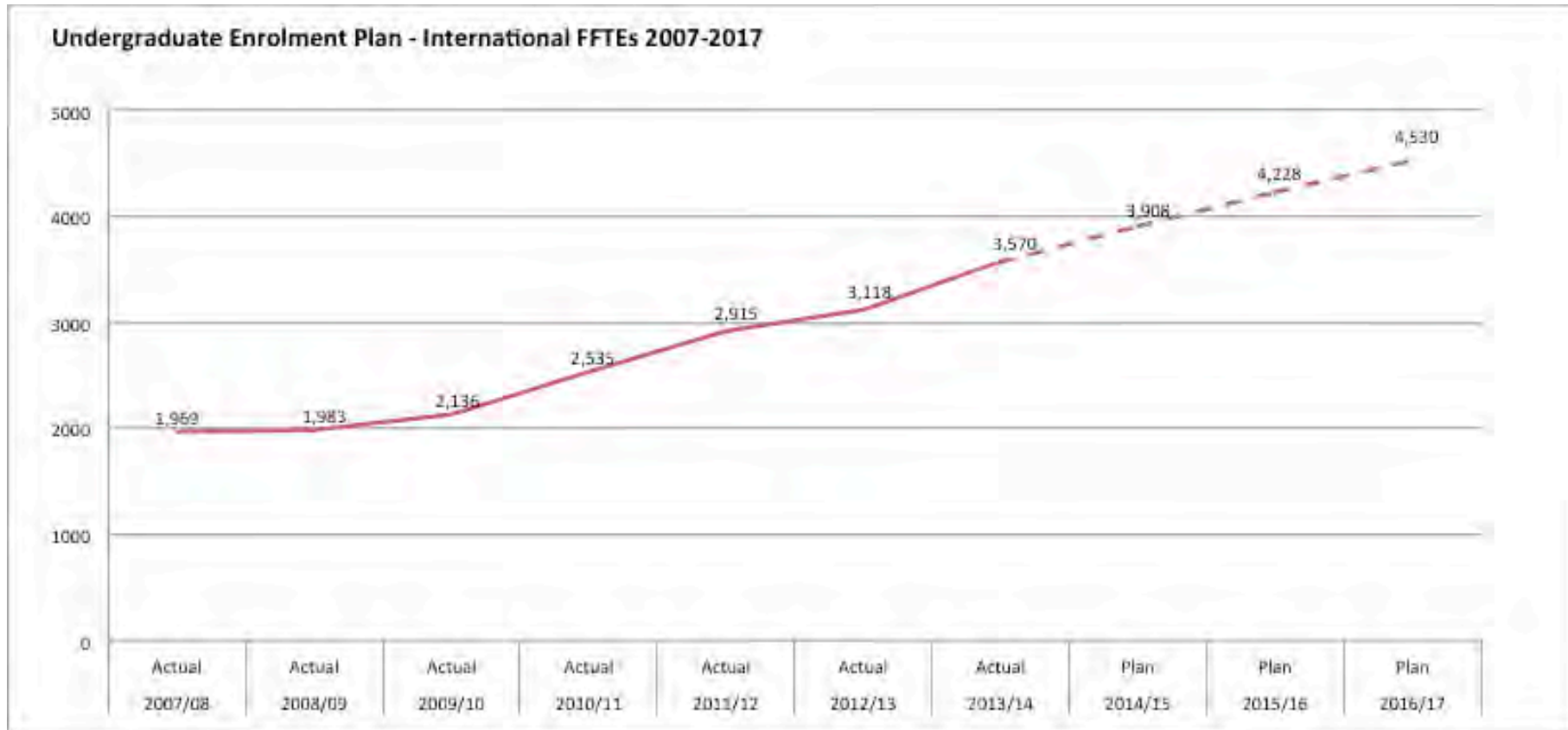
- 9% decline in undergraduate domestic applications in 2013-14
- Somewhat mitigated by international applications
- Market share of undergraduate down from 10% to about 8%
- Graduate numbers rebased for next three years effective 2014-15 ff resulting in 340 fewer spaces for growth
- Number of unfunded graduate students expected to increase

Undergraduate Enrolment (Eligible FTEs)



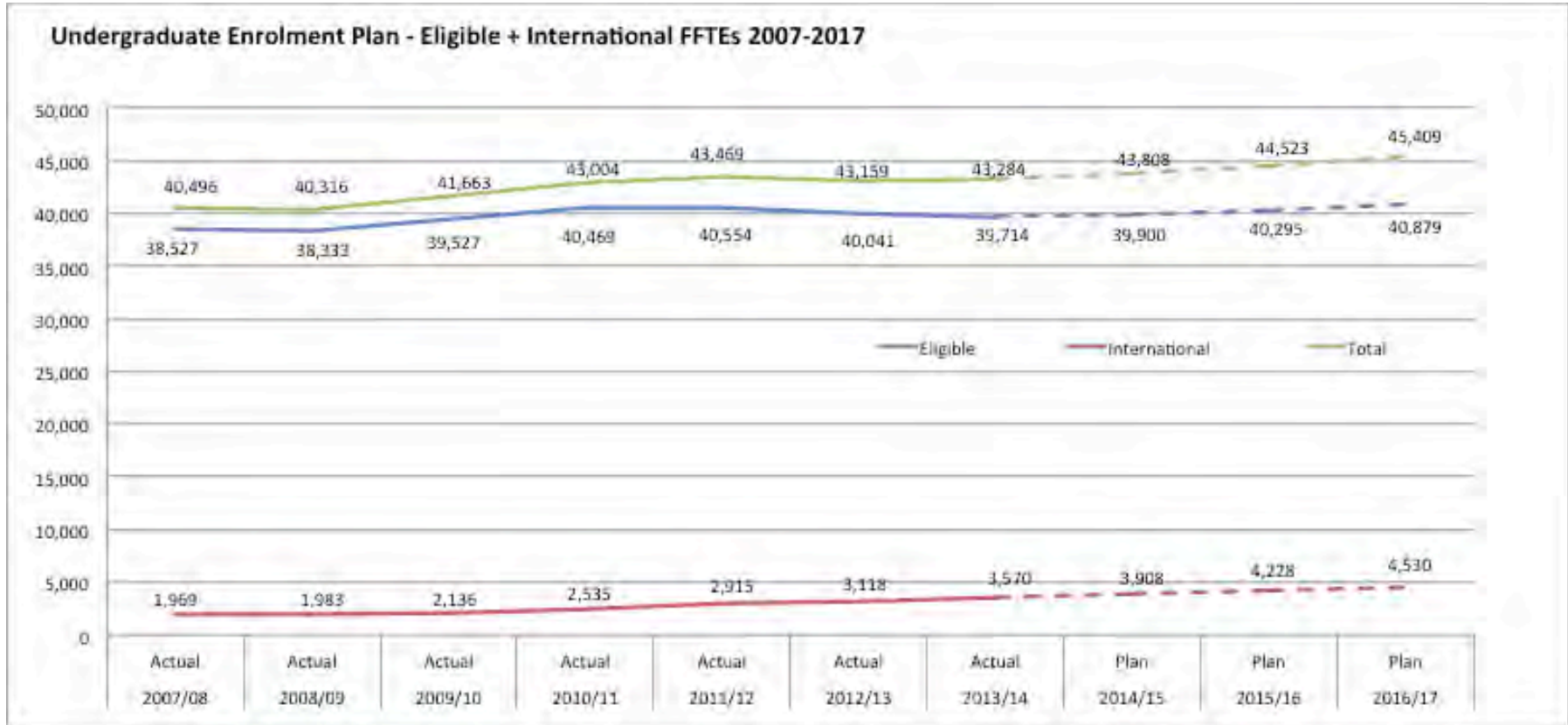
Source: Office of VPA&P/OIPA

International FFTEs



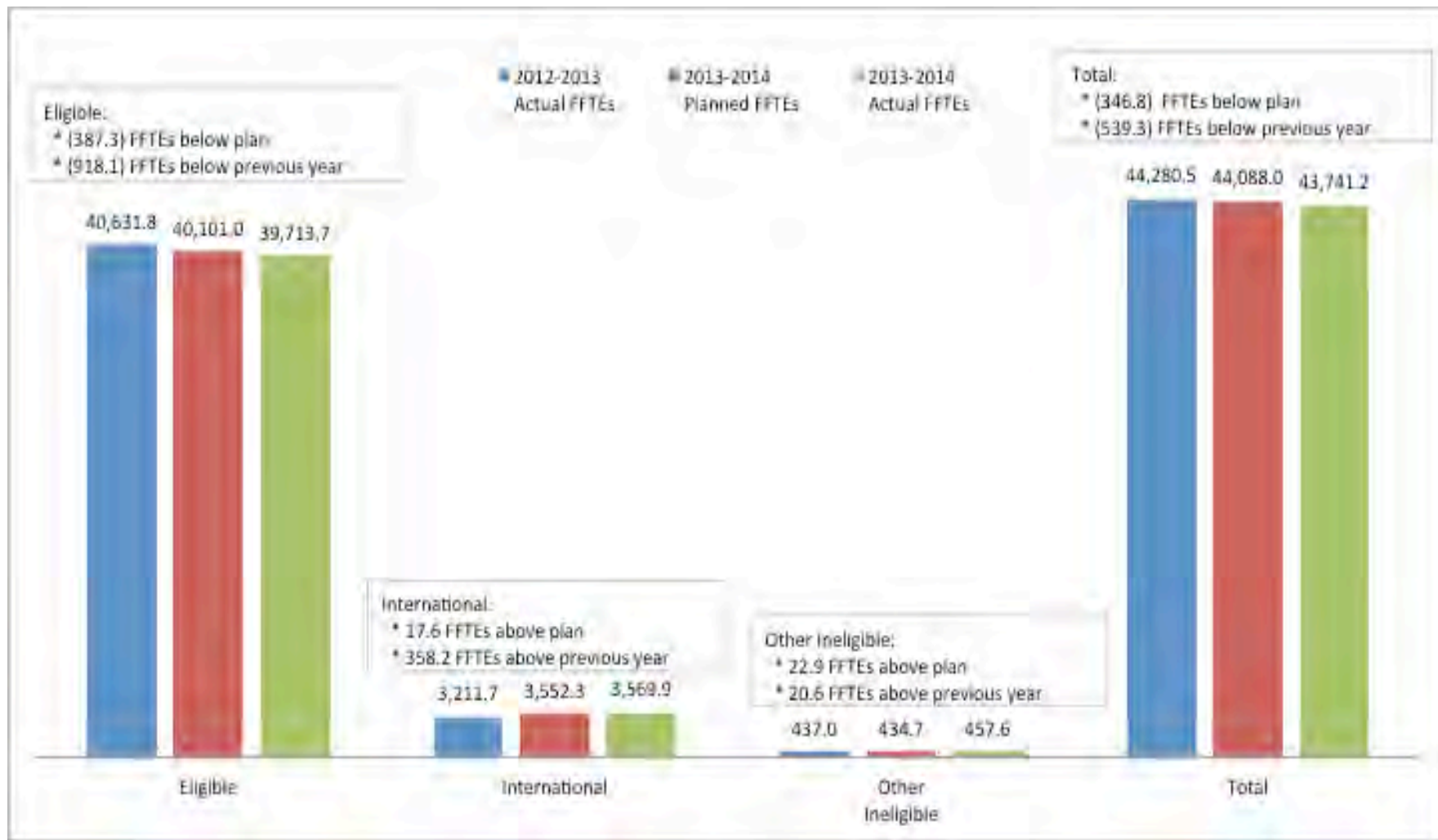
Source: Office of VPA&P/OIPA

Enrolment Plan: Undergraduate Eligible + International FTEs



Source: Office of VPA&P/OIPA

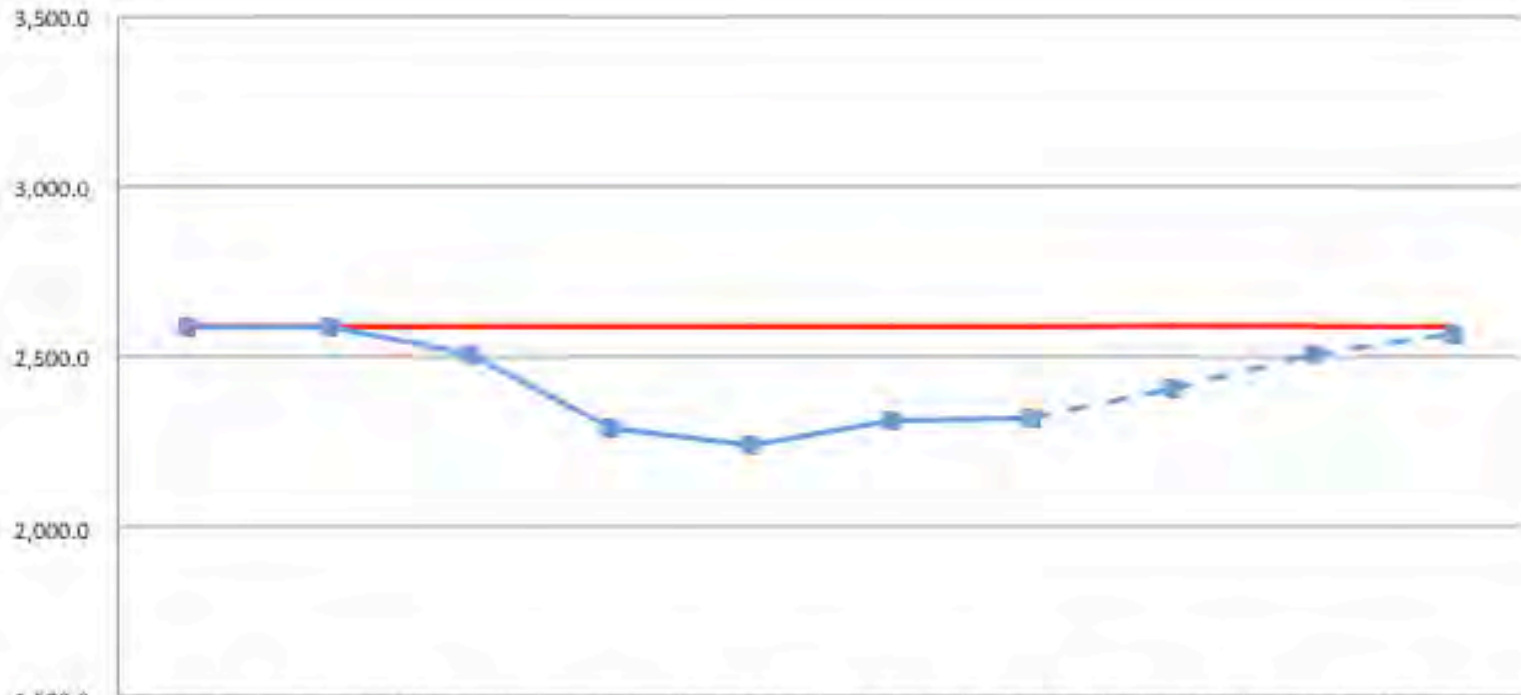
Year End Undergraduate Enrolment Actual vs. Plan: 2013 - 14



Source: Office of VPA&P/OIPA

Fall Eligible Masters Enrolment

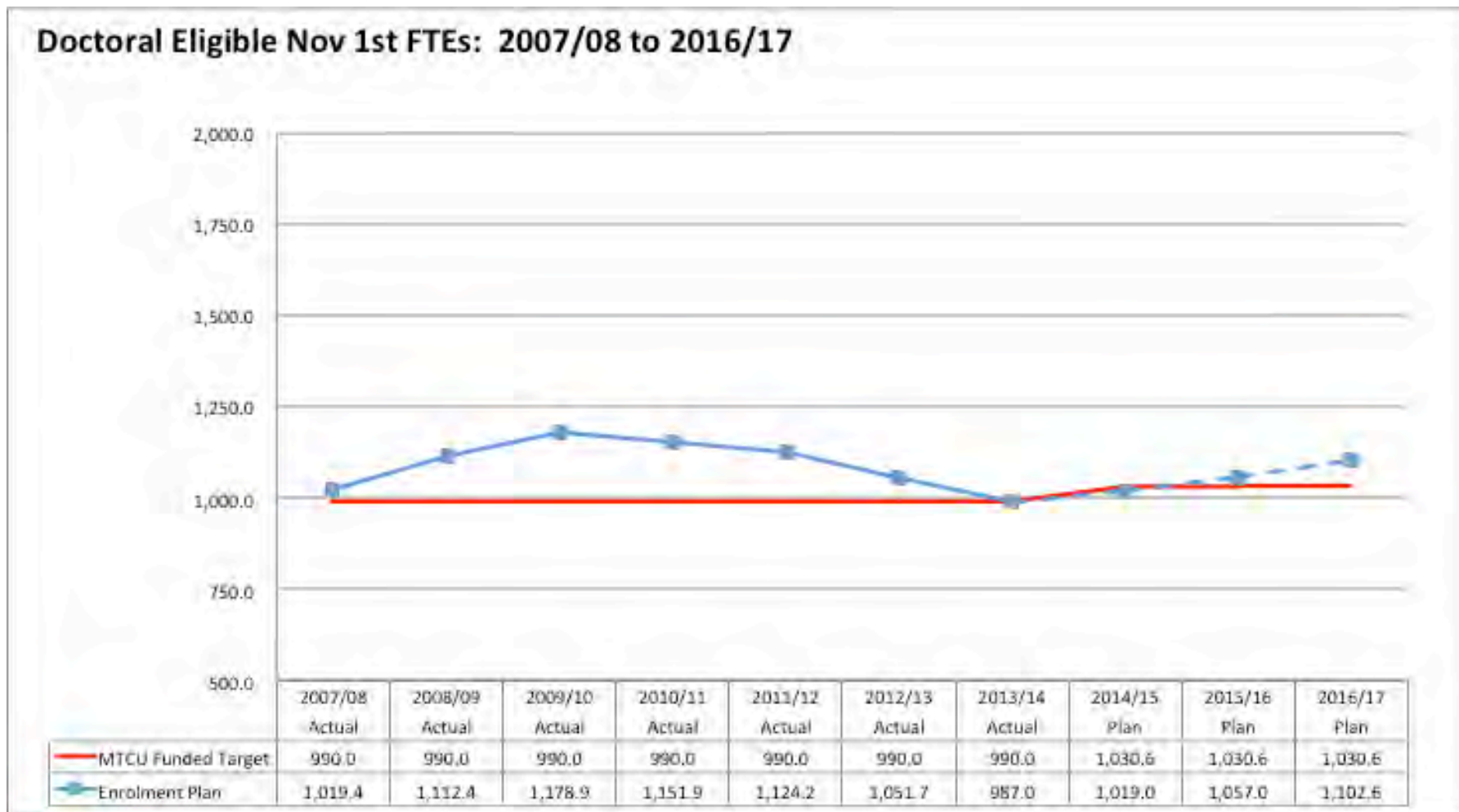
Masters Eligible Nov 1st FTEs: 2007/08 to 2016/17



	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Plan	Plan	Plan
MTCU Funded Target	2,587.7	2,587.7	2,587.7	2,587.7	2,587.7	2,587.7	2,587.7	2,589.4	2,589.4	2,589.4
Enrolment Plan	2,587.7	2,588.9	2,503.9	2,288.3	2,238.7	2,310.1	2,320.5	2,404.6	2,507.3	2,566.3

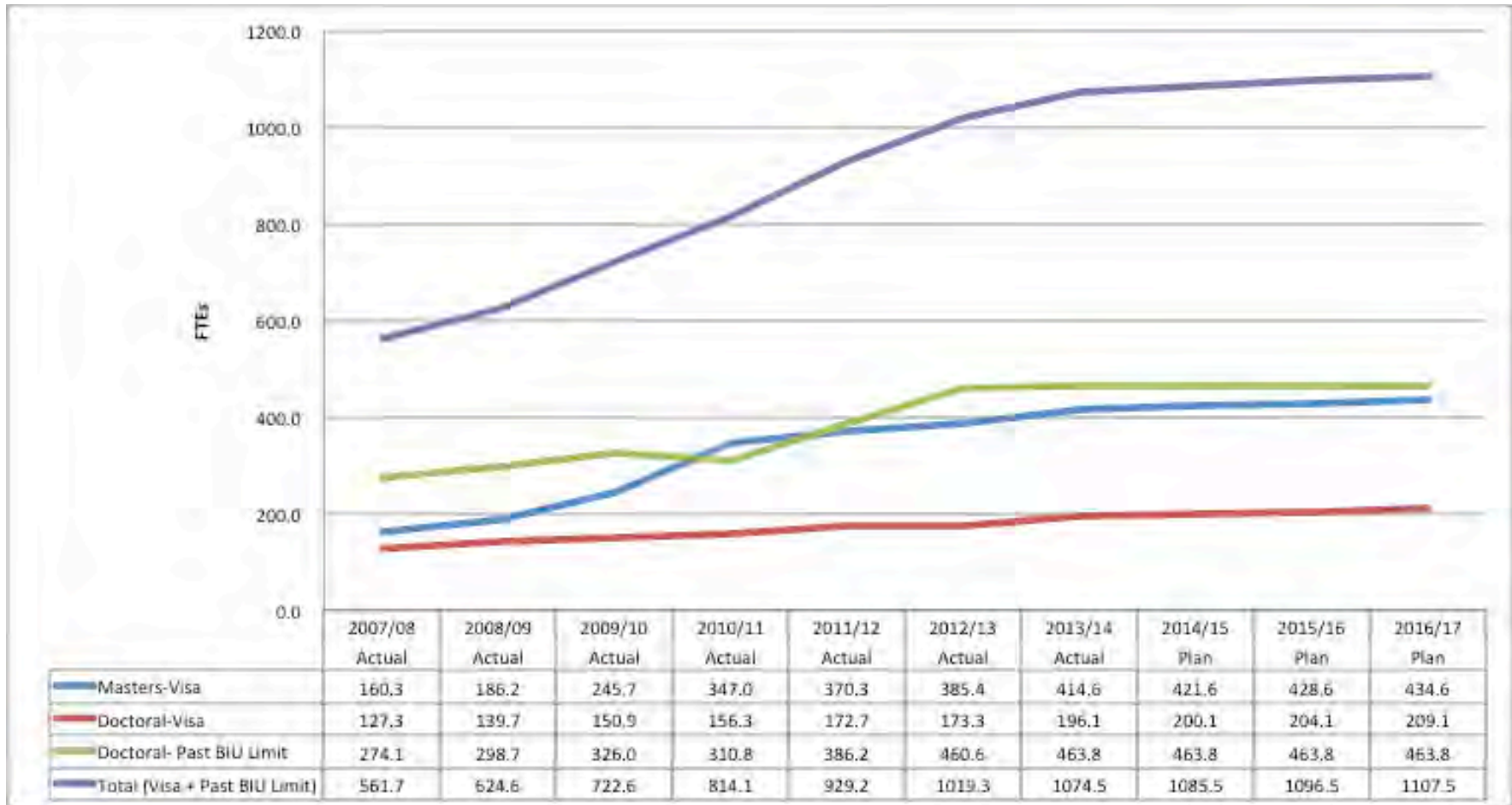
Source: Office of VPA&P/OIPA

Fall Eligible Doctoral Enrolment



Source: Office of VPA&P/OIPA

Challenges: Increase in Ineligible Graduate Students: Visa Students and PhD Past BIU Limit



Source: OIPA

Student-Faculty Ratios

	2009/10	2010/11	2011/12	2012/13	2013/14
Ratios	Actual	Actual	Actual	Actual	Preliminary
Tenure stream FTE : Undergraduate FTE	31.5	32.8	33.2	33.4	32.4
Tenure stream FTE : Graduate FTE	3.4	3.4	3.4	3.4	3.4
Tenure stream FTE : Total (UG + Graduate) FTE	34.9	36.2	36.5	36.8	35.8
Combined Full-time/Contract Faculty FTE : Undergraduate FTE	19.3	19.4	19.6	20.1	19.5
Combined Full-time/Contract Faculty FTE : Graduate FTE	2.0	1.9	1.9	1.9	1.9
Combined Full-time/Contract Faculty FTE : Total (UG + Graduate) FTE	20.6	20.6	20.7	21.0	20.4

Source: OIPA

Financial Sustainability: 2013-14 Year End Divisional Budget

Faculty	C/F from 2012/13	2013/14 Budget	2013/14 Actual	C/F to 2014/15
Education	8.3	(2.9)	(1.0)	7.3
Environmental Studies	1.2	(1.0)	(0.8)	0.4
Fine Arts	(6.4)	(2.3)	(2.2)	(8.6)
Glendon	(4.5)	(1.5)	(1.7)	(6.2)
Graduate Studies	4.4	(0.5)	0.4	4.8
Health	3.4	(2.0)	(2.5)	0.9
Lassonde School of Engineering	(4.2)	(7.0)	(3.6)	(7.8)
Liberal Arts & Professional Studies	(18.5)	(12.9)	(10.1)	(28.6)
Libraries	0.4	(0.4)	(1.1)	(0.7)
Osgoode Hall Law School	(0.4)	0.8	2.0	1.6
Schulich School of Business	(10.2)	0.1	0.6	(9.6)
Science	(1.8)	(1.8)	(0.9)	(2.7)
Faculty Total	(28.3)	(31.4)	(20.9)	(49.2)
Vice President Academic & Provost	26.5	(3.7)	4.5	31.0
Division Total	(1.8)	(35.1)	(16.4)	(18.2)

Divisional Budget Context

Significant factors:

- Enrolment growth has levelled off
- 3.5% budget cut in 2013-14 amounts to \$12.8m
- Increasing salary and benefit costs

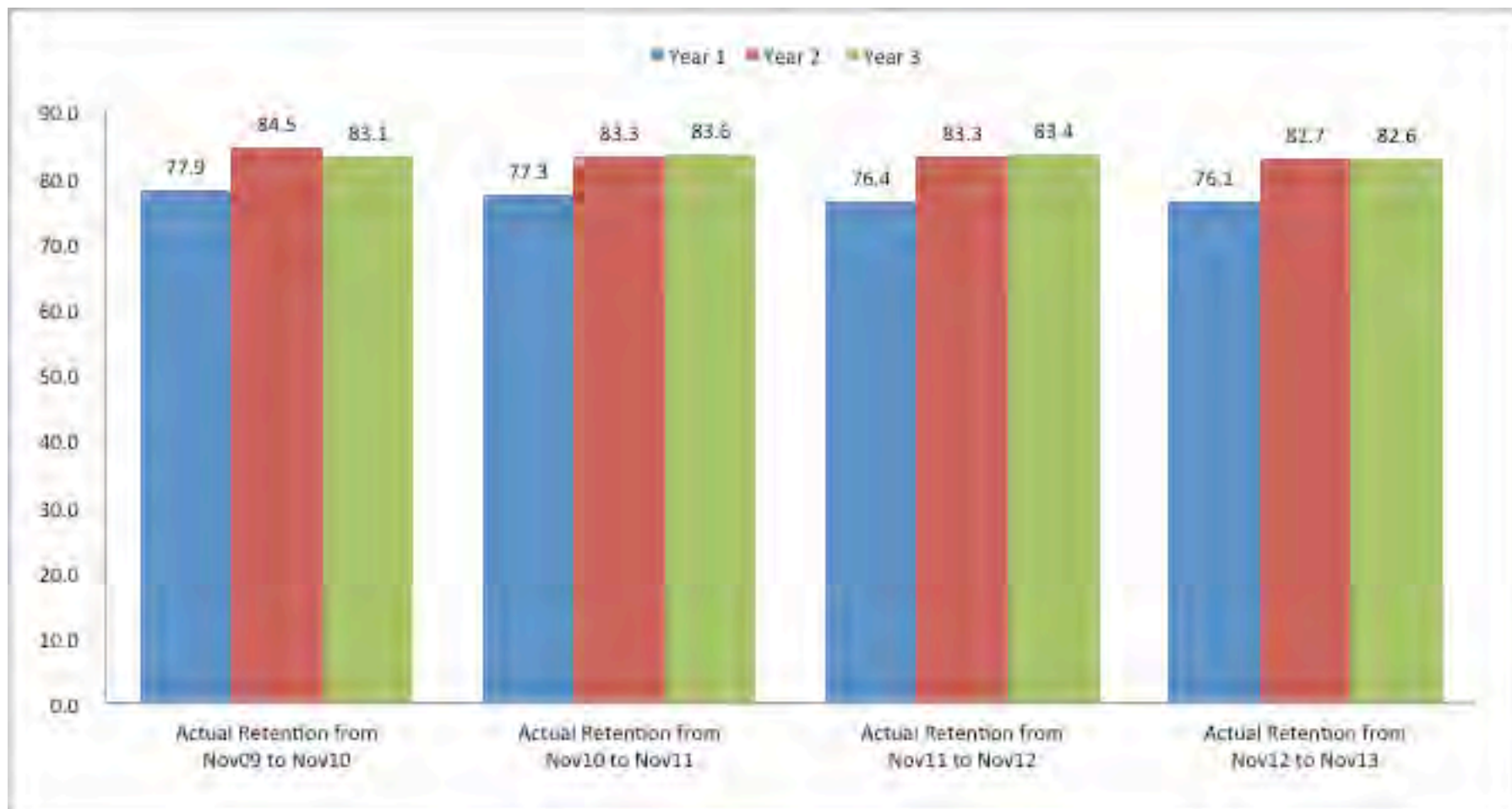
Partially addressed by:

- Continuing Education/Professional Development revenue
- SEM to stabilize and increase enrolment
- International enrolment growth
- Fund-raising efforts
- Operational efficiencies (e.g., new systems such as SmartBuy)
- Staff attrition

E.g. Significance of SEM

- NYTimes Article (<http://nyti.ms/1gjJOoU>)
Who Gets To Graduate?
(by Paul Tough, May 15th, 2014)
- Significant number of students never get their degrees
- Not just about grades

Imperative to Improve Retention



Institutional Retention (domestic and international)

Realizing the Plan

- Transparent budget and accountability framework



SHARP

- Identify new revenue and opportunities for efficiencies



AARP

- Integrated Resource Planning
 - aligning resources with priorities including complement renewal
 - measuring progress in context of SMA

Realizing the Plan (continued)

- Continue to advance:
 - teaching innovation including Experiential Education
 - Strategic Enrolment Management including integrated access program
 - internationalization strategy
 - optimal support for graduate education
 - research intensification
- Launch new School of Continuing Education & Professional Development

Realizing the Plan (continued)

- Continue to leverage partnerships e.g., York Region
- Respect our governance processes
- Preserve our image and profile our successes
 - Revitalizing *engagement* message
 - Effective communication
- Focus on advancement – fundraising campaign
- Be bold

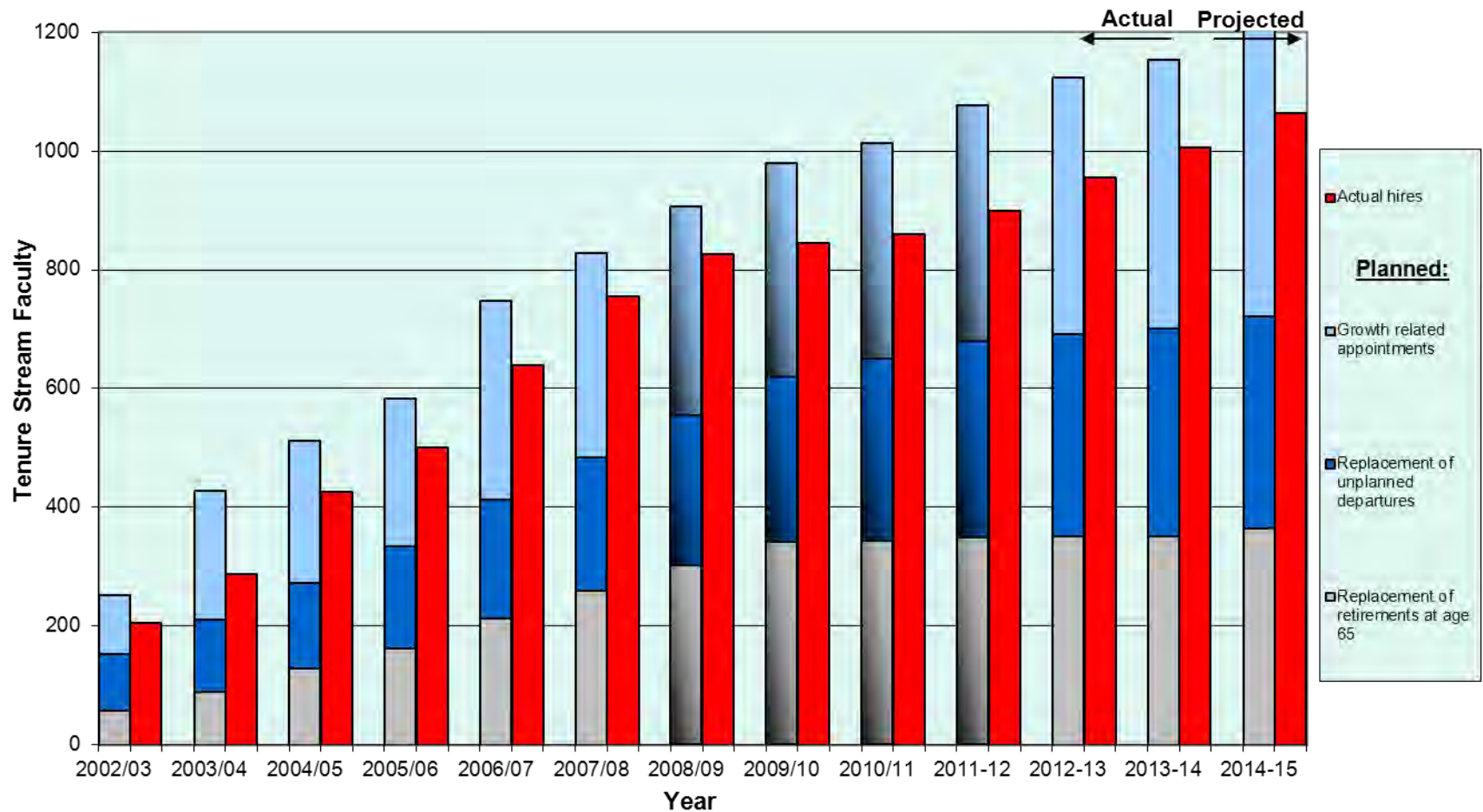
Appendix

York's Reputation: Percent Rating Excellent

Ratings of York University	York 1 st Choice	York 2 nd Choice +	Non-Applicants	
	2014			
	n=	931	2445	243
		%	%	%
Academic reputation of the university overall		38	32	5
Academic reputation of your program or faculty/school		52	40	6
Proximity to home		46	39	31
Co-op/internship opportunities		31	28	8
Distinctiveness of the program of interest		53	41	9
Nice campus		40	34	6
Safety/security of campus		20	18	4
Quality of teaching		44	36	6
Graduates get high-quality jobs		37	30	6
Graduates get into the best professional and/or grad schools		36	31	5
Well connected with businesses/organizations in my field of interest		47	38	9
Career oriented or professionally relevant degrees		45	38	10

Source: Strategic Counsel, 2014 Survey Report

Tenure Stream Hiring Since 2002/03 – Planned vs Actual



Source: Office of VPA&P

May 2014

Complement: Tenure Stream Appointments 2014-15: Appointments Authorized and Made to Date

FACULTY	CENTRALLY FUNDED CARRIED FORWARD FROM 2013-14	CENTRALLY FUNDED TOP-UPS 2014-15	FUNDED FROM OTHER SOURCES 2014-15	TOTAL T.S. AUTHORIZED FOR SEARCH 2014-15	TS APPTS IN PROGRESS 2014-15	TS APPTS FAILED TO DATE 2014-15	TOTAL T.S. APPTS MADE TO DATE 2014-15	Canada Research Chairs 2014-15 (included in total authorized)
LAPS	1	4	7	12	5	-	7	2
ED	-	-	2	2	2	-	-	1
FES	-	.5	2	2.5	1.5	-	1	1.5
FA	-	3	-	3	3	-	-	3
GL	-	1	2	3	1	-	2	-
HH	-	3	1	4	1	-	3	-
OSG	1	.5	3	4.5	2.5	-	2	.5
LASSONDE	-	1	13	14	5	1	8	1
SCI	-	2	4	6	5	-	1	3
SSB	-	2	2	4	3	-	1	1
LIB	-	-	3	3	1	-	2	-
TOTALS	2	17	39	58	30	1	27	13

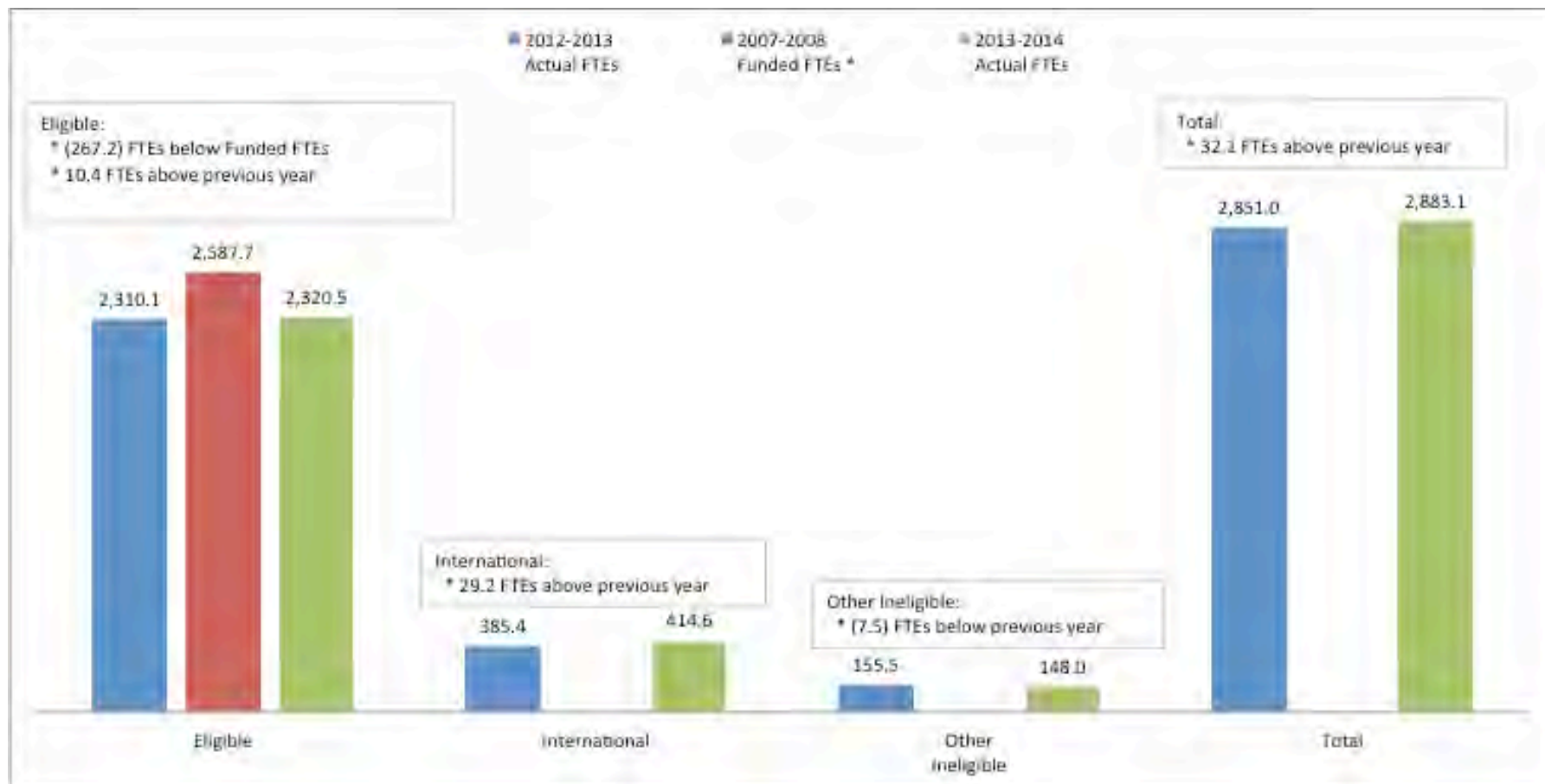
Other 2014-15 Appointments to Date: CLAs, True Visitors, Continuing SRCs

FACULTY	2014-15 CLAs Authorized To Date		2014-15 Continuing SRCs	2014-15 TRUE VISITORS SLOTS (to date)
	RENEW/ CONTINUING	NEW		
ED	3	-	-	1
FES	2	1	-	-
FFA	1	-	1	-
GL	5	2	3	1
HH	6	6	-	-
LAPS	45	20	8	6
LIB	5	1	-	-
LSE	-	1	-	-
OSG	3	-	-	-
SSB	3	1	-	-
SCI	1	-	3	-
TOTAL	74	32	15	8

Source: Office of VPA&P

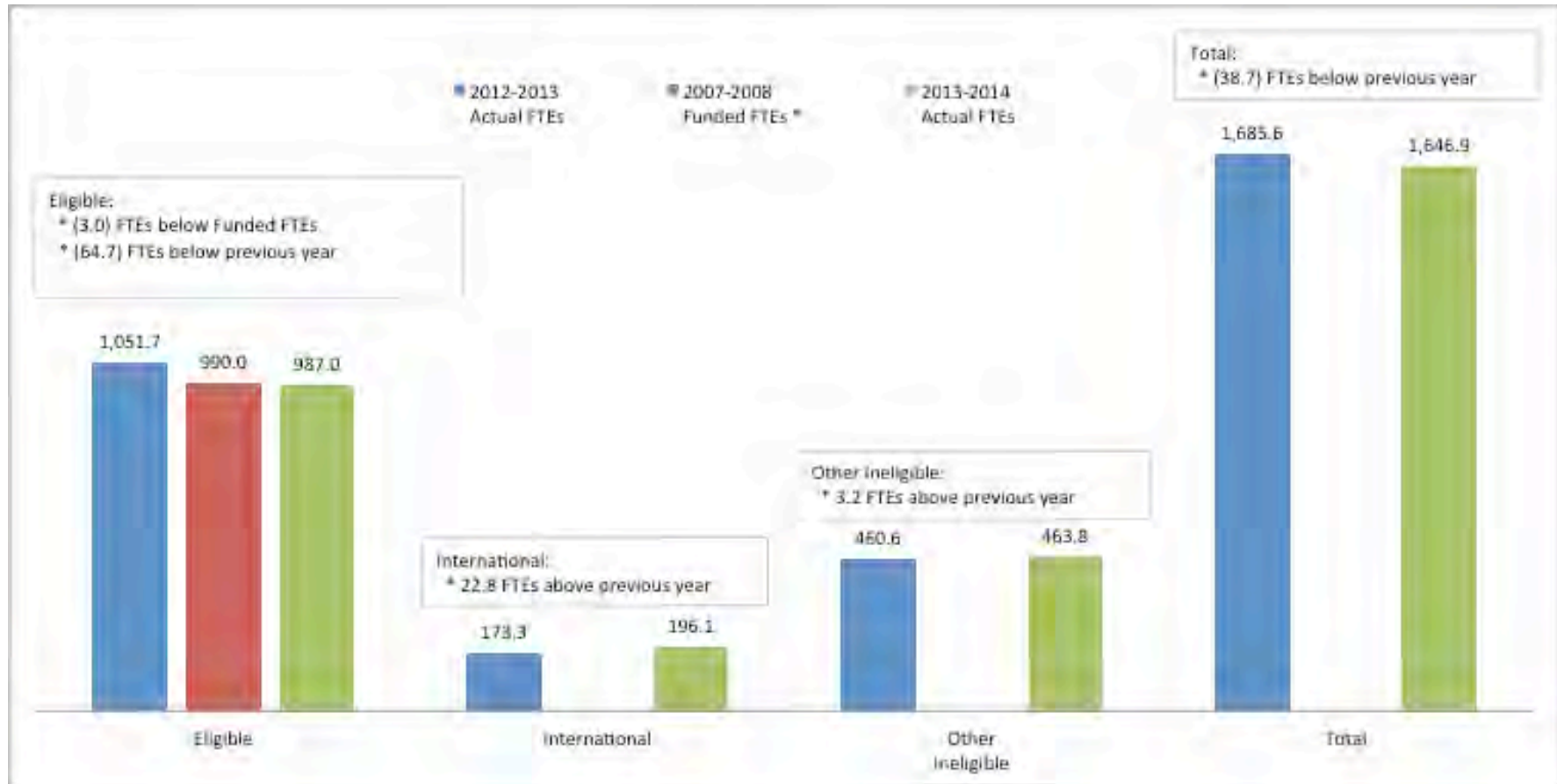
May 2014

Fall 2013 Eligible Masters Enrolment Actual vs. Plan



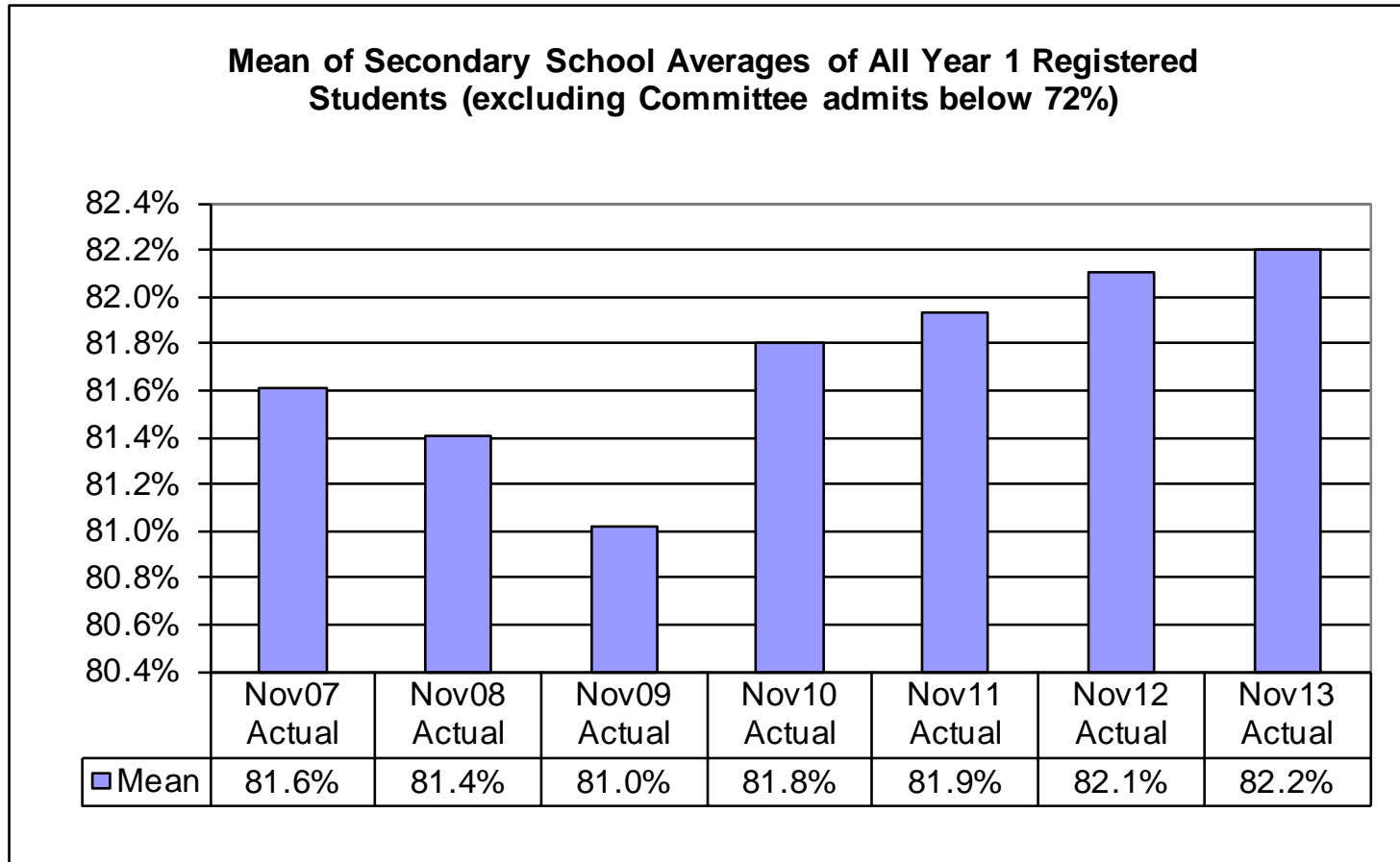
*2007/2008 funded FTEs are the FTEs upon which the University has been funded
 Source: Office of the VPA&P/OIPA

Fall 2013 Eligible Doctoral Enrolment Actual vs. Plan



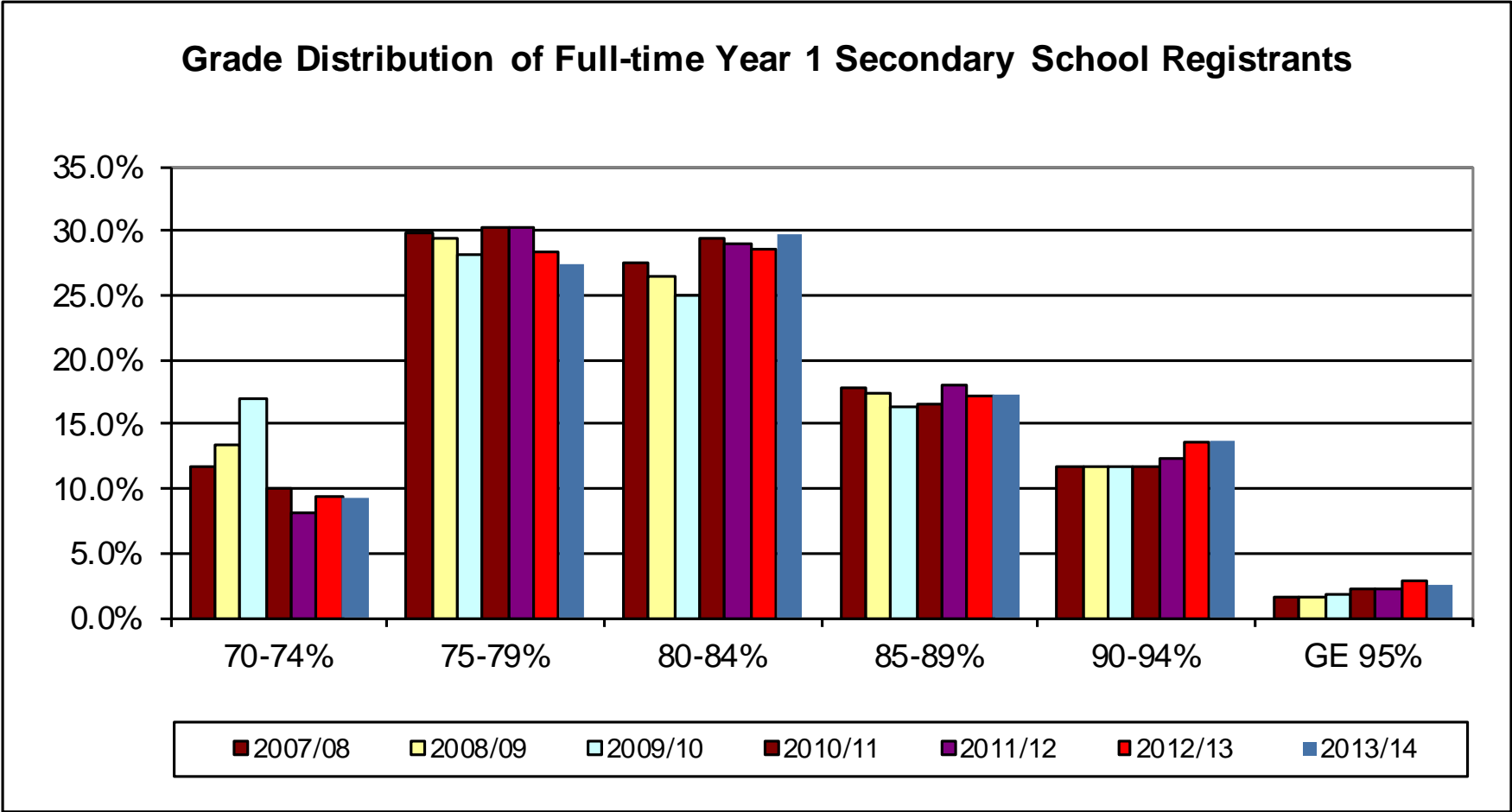
*2007/2008 funded FTEs are the FTEs upon which the University has been funded
 Source: Office of the VPA&P/OIPA

Institutional GPA of Entering Students 2007/08 to 2013/14: Mean Averages



Modest improvements in overall entering GPA over time

GPA of Entering Undergraduates 2007/08 to 2013/14



Teaching & Learning

- eLearning Strategy established and implementation in progress
 - Financial support for course development – 22+ courses
 - Integrated with Ontario Online Initiative – 4 courses funded from MTCU Fund
- Experiential Education Strategy established and operational planning in progress
 - AIF continues to support teaching and learning initiatives including evaluation for scalability
- Enhanced services from Teaching Commons
- AAPR developing baseline for 2013-14
- SLOs submitted for almost all programs
- Executive Director hired for Institutional School of Continuing Education & Professional Development

Planned / Identified Issues in Teaching & Learning

- Integrating SLOs in program level expectations
- Launch of new School of Continuing Education & Professional Development
- Evaluation and scalability of TEL initiatives
- Establishing comprehensive EE Strategy
- Addressing the complexity of degree requirements
- Further recognition for teaching excellence, alternate stream, teaching chair(s)
- Stronger emphasis on international experience – educating students to compete globally in the 21st century

Student Success: Undergraduate

- Some highlights of progress:
 - Speedier processing of offers, transfer credit assessment, acceptances
 - Scholarship and OSAP process enhancements/efficiencies
 - Call Centre implemented
 - Welcome Centre renovation
 - Campus mental health strategy
 - Improved websites for students and families

Student Success (undergraduate highlights continued)

- YU Start: coordinated pan-university program helps new students make connections, develop skills, and access resources to succeed in university study
 - ❖ online enrolment and learning communities
 - ❖ on-campus connections
 - ❖ in 2014 six Faculties, eight colleges, 90 academic majors and 6400 new students
- SPARK (online support for students' research and writing)
- Better use of data including surveys of applicants as well as “leavers”/involuntary withdrawals

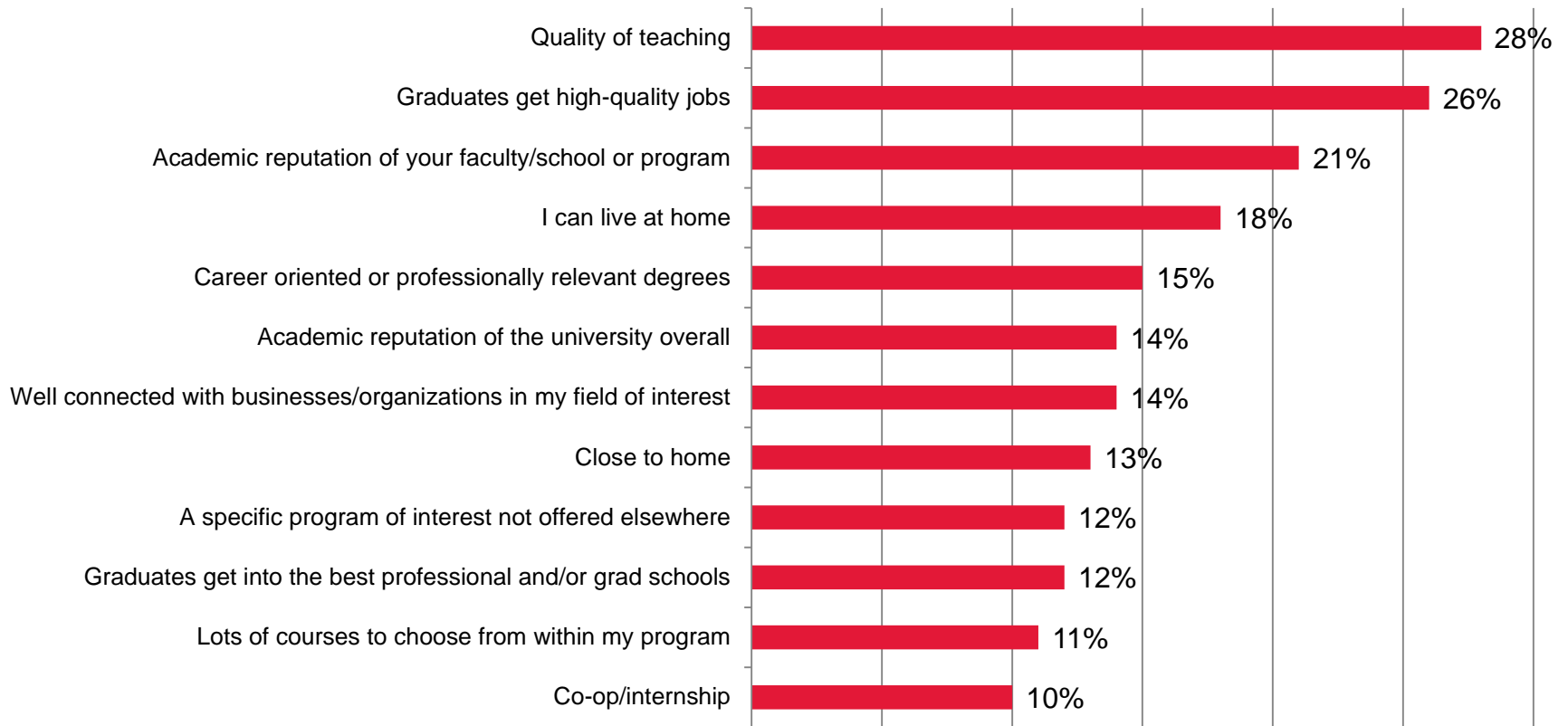
Student Success: Graduate

- Increase in major national graduate scholarships (Vanier)
- Enhanced Scholarly Communication Series and Professional Skills Development opportunities
- Dean's Task Force on Graduate Students with Disabilities
- Improved data collection (applications, offers, accepts, targets, awards)
- Time to completion support for Susan Mann and Provost scholarship recipients
- Integration of undergraduate and graduate enrolment planning
- Increased matching research opportunities for graduate students and faculty
- Workshops for faculty supervision (with Teaching Commons)

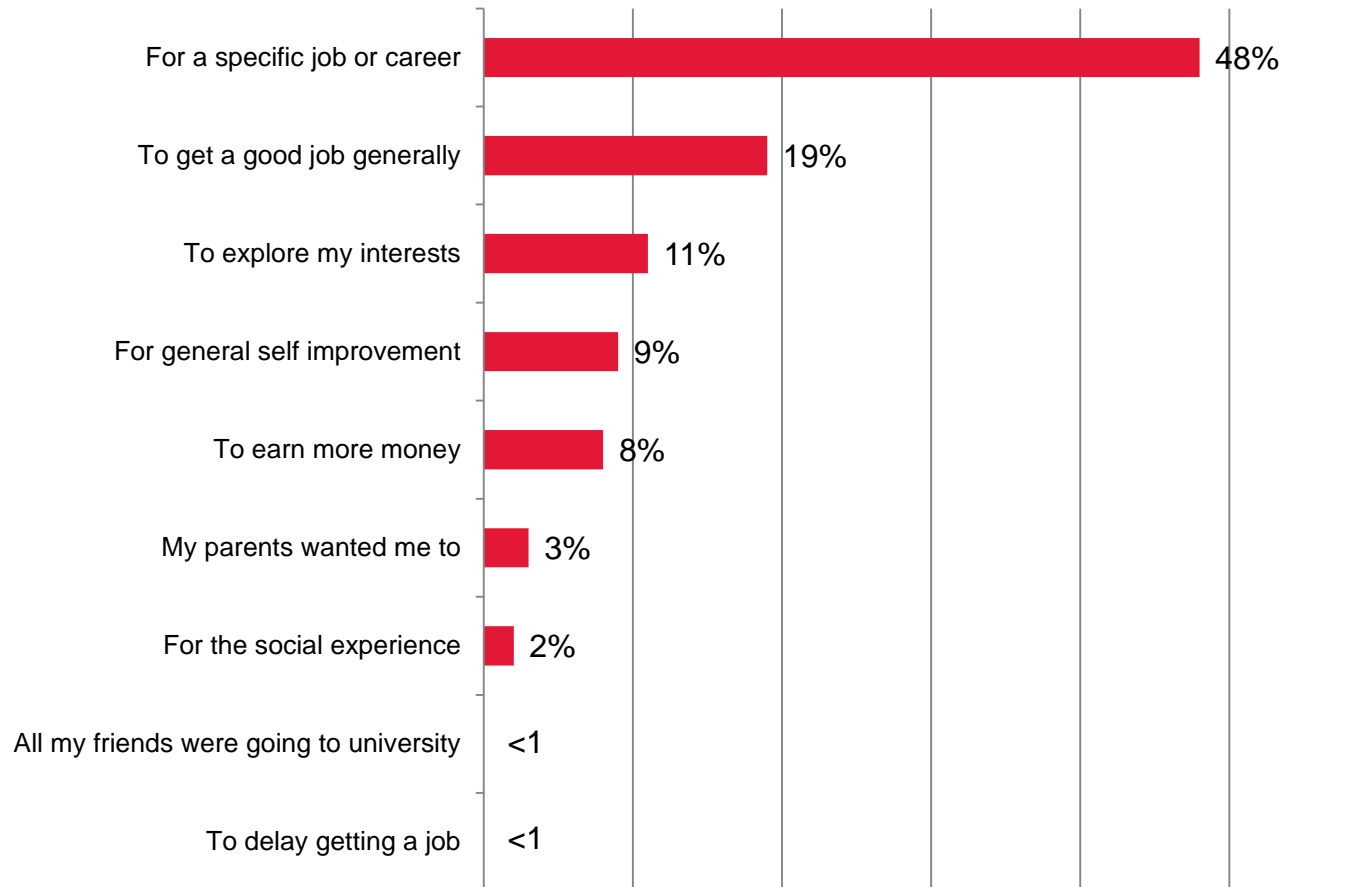
On-going Issues for Student Success

- Remaining challenges:
 - regaining market share for undergraduate
 - strengthening applicant pool
 - student advising (substance and processes)
 - improved early intervention programs in all faculties
 - Increasing number of unfunded graduate students
 - retention
- Planned initiatives:
 - Continue to roll-out SEM
 - Greater responsibility for graduate education in the faculties that deliver the programs with enhanced oversight role for FGS
 - Integrated access strategy

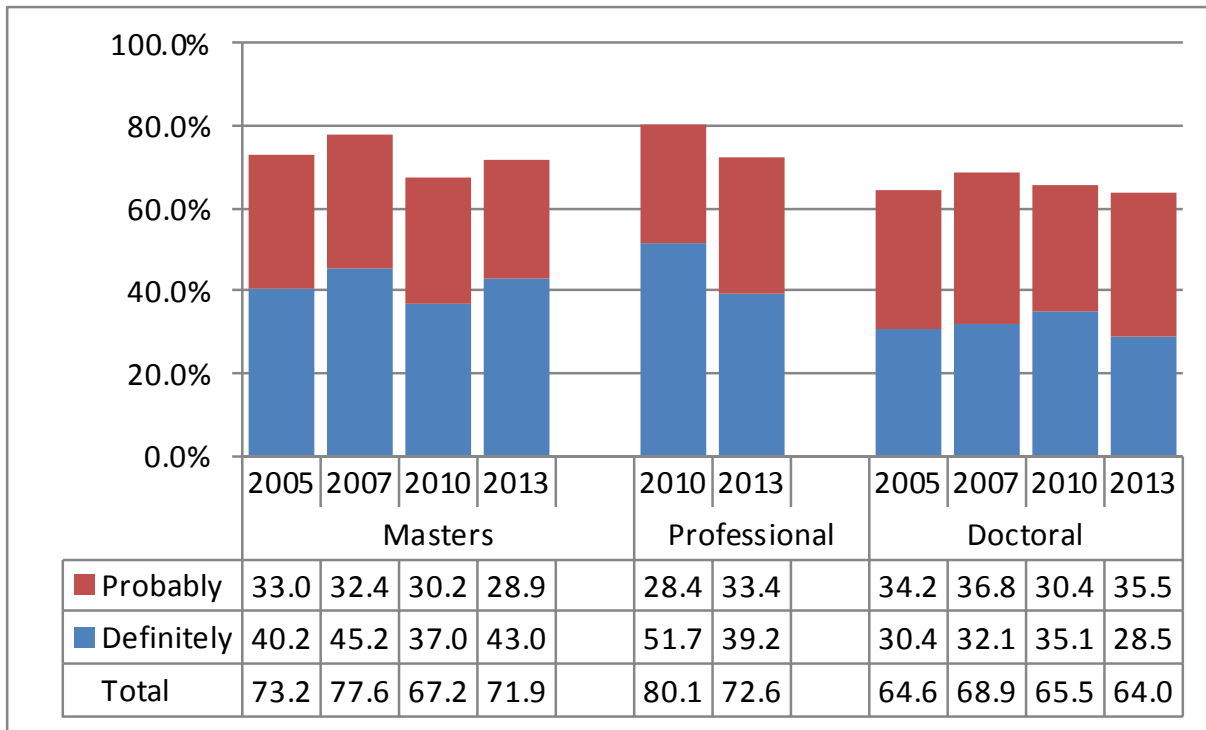
What matters to students...



Primary reasons for applying to PSE are career-related



Canadian Graduate & Professional Student Survey: York University grads say...



❖ Over 70% of research based and professional based masters would recommend their program to others.

❖ In total, 64% of doctoral students would recommend their program to others, down from 2010.

Faculty-level Undergraduate Student Retention Year 1 (Nov 2012 to Nov 2013)



Above data includes both Eligible and International Students

Faculty-level Undergraduate Student Retention Year 2 (Nov 2012 to Nov 2013)



Above data includes both Eligible and International Students

Faculty-level Undergraduate Student Retention Year 3 (Nov 2012 to Nov 2013)



Above data includes both Eligible and International Students

Community Building and Global Outreach

Locally

- Potential for new campus linked to York Region strategy
- York University - TD Community Engagement Centre repositioned
- President's Community Engagement Council launched
- Student mobility through partnership:
 - MTCU Credit Transfer Institutional Grant enhancing transfer credit assessment process and transfer students' website
 - Advancement of collaborations/new pathways with other institutions, e.g., strengthening partnership with Seneca College to support new college-university pathways, Ryerson co-registration initiative
 - Additional \$620,000 ONCAT funding to support new college/university projects

Community Building and Global Outreach

Internationally

- International enrolment growth tracking ahead of target
- Increase in international internships
- Improved website for international students
- Enhanced transition for international students (peer mentorship, webinars, meeting space) in collaboration with Student Services
- Enhanced visibility in India e.g., FICCI summit, Schulich campus
- Stavros Niarchos Foundation \$1M donation for York-Greek exchanges
- York-Beihang University summer exchange
- Collaboration with MTCU to prepare for regulatory changes effective June 1, 2014

Planned for 2014 - 15

- Updated, coordinated and comprehensive YU internationalization strategy

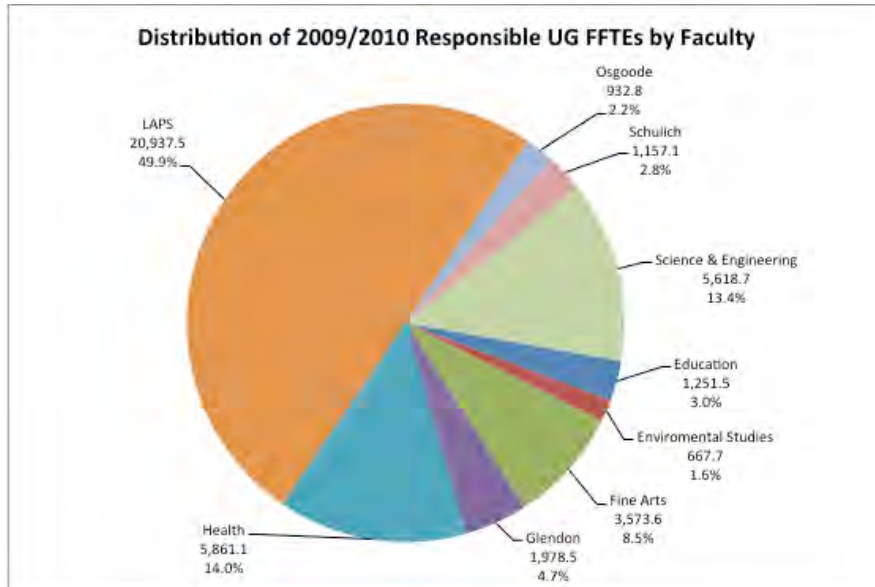
Comprehensiveness and Interdisciplinarity

- New programs:
 - Expansion of Engineering programming (MTCU approval of BEng in Electrical Engineering; BEng in Mechanical Engineering and Civil Engineering awaiting approval)
 - BA, BSc in Global Health approved
 - Master of Accounting approved
 - Two graduate diplomas awaiting Quality Council approval

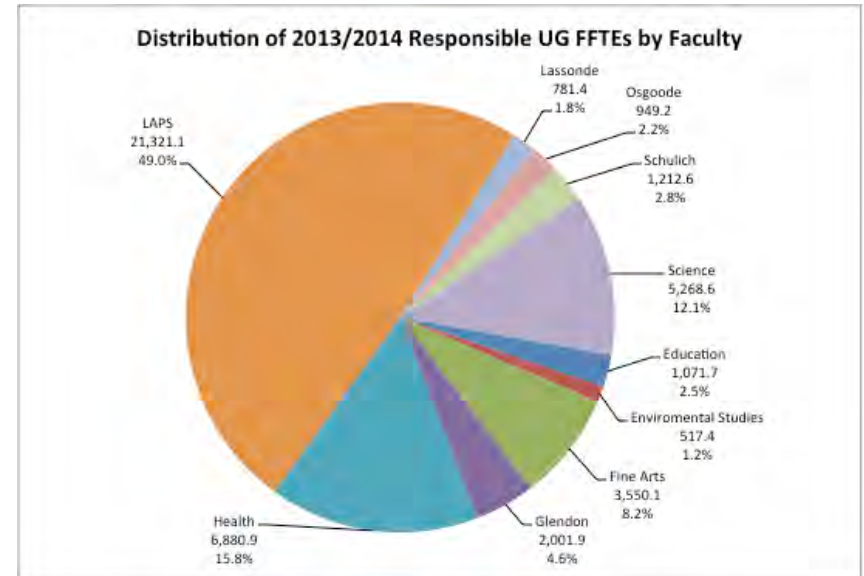
Comprehensiveness and Interdisciplinarity

- Review of Glendon College as a hub for French higher education in southern Ontario completed May 2014
- Several new programs in development with funding from MTCU (in collaboration with Keele campus programs) for 2014/2015 ff
 - Business program
 - BA Communications
 - BSc Biology
 - BSc Psychology
 - Advanced Certificate in Law and Social Thought
- Future potential:
 - Stronger integration in the curriculum of experiential education, transferable skills development, professionally-relevant content

Comprehensiveness: Distribution of Undergraduate Responsible FTEs 2009/2010 vs. 2013/2014



Total FTEs ~ 41,978



Total FTEs ~ 43,555